

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

Mr. S. H. Forrest
SOURIS

No superintendent of schools, no principal, no board of education, can save the teaching profession during the next ten crucial years. It will require the devoted loyalty and most intelligent action of the great body of teachers themselves working in the closest understanding and co-operation with the parents of the children whom they serve. The schools must protect themselves from the paralysis which has overtaken industry. They must adapt their work to the new world. At both points they need organization.

Winnipeg, Man.

February, 1933

Vol. XXVIII—No. 2

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The Western School Journal

Vol. XXVIII.

Number 2

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President - - - - - A. W. HOOPER
Editor - - - - - W. A. McINTYRE
Business Manager - - - F. A. ALDEN

Business Address:

Cor. Ellice & William Sts., Winnipeg

Directors

A. C. Campbell, A. E. Hearn, W. A. McIntyre,
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The Western School Journal

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VOL. XXVIII.

WINNIPEG, FEBRUARY, 1933

No. 2

Editorial

TELL THIS TO THE PEOPLE

These things are being discussed to-day. Many feel that the conclusions expressed are in the main sound:

1. **The hope of a nation is in its children.**

2. The first duty of a nation is to educate the children.

3. The indispensable agency for educating children is the public school.

4. It is not the only agency of education, but it can do what others find impossible.

5. It makes for unification, for the development of friendly feeling. It prepares for the duties of citizenship.

6. Its ministration is particularly necessary in the rural districts, for there it is the only type of school that can exist, if children are to spend their evenings in their homes.

7. The organization and administration of schools is vested in local school boards. A better system would be to divide the province into larger units of administration. The municipality is suggested as the unit.

8. The support of the schools is derived from three sources—the province, the municipality, the local district. The system of taxation is unjust to the poor districts. The tax should be equalized.

9. Many districts cannot begin to pay the levy for educational purposes. In a time like this hundreds of schools must close for part of each year. It is necessary to give special aid to certain very poor districts, and it is necessary

to supplement the provincial aid by new grants derived from some source.

10. It is impossible to put a higher tax on land. It is suggested that there be a tax on industry, a poll tax over and above income tax on all who have un-taxable incomes. Other sources of revenue have to be found.

11. As education is a national responsibility the federal government should be expected to assist the provinces. The fact that the provinces control education does not carry with it the idea that they should contribute all the money to defray the expenses of education. Just as the province gives special aid to the weaker schools the Dominion should give special assistance to the weaker or newer provinces in the matter of education.

12. The Dominion might be expected to do this because it, and not the provinces, is responsible for the plan of settlement. A Federal immigration policy worked hardship to the provinces, when education of the children in newer districts had to be provided. The provinces had little to say as to the number or the location of the incoming people.

13. It is true also that the education of the children of non-English parentage is a more burdensome problem than the education of Canadian-born pupils. The support of rural schools in Western Canada is in part a Federal responsibility.

14. Dominion aid might take the form of diversion of the Income Tax collected in the prairie provinces to the school fund of those provinces. The diversion would not have to be made in the older provinces. This is merely a suggestion. Any other tax would serve the same purpose.

15. The sufferers under present conditions are first of all the landholders in the rural areas; then the teachers; above all the children.

16. The salaries of rural teachers have been mercilessly reduced. Then in many cases they are uncollectable. Yet the standard of attainment of teachers is higher than ever before.

17. The children in many cases must be satisfied with eight months of schooling a year. Often they cannot get that. Sometimes their education is the last thing for which provision is made. Far more frequently the ratepayers have been unable to meet the cost of keeping the schools open.

18. The great pride in past years has been in public expenditure—buildings, roads, means of communication and the like, and in luxuries and excesses of all kinds. Never have the needs of young people been properly provided for, and yet **the hope of the nation is in its children.**

WITH WHAT MEASURE YE METE

“With what measure ye mete, it shall be measured to you again.” It was a needed thrust for the fault-finding religionists of nineteen centuries ago. It is equally necessary for all of us to-day in all the circumstances of life. To adults, who seriously undertake to direct the thoughts and activities of childhood, the words have peculiar significance.

A few years ago a gentleman visited the home of his childhood after an absence of many years. He found himself calling several of the middle-aged men (his old school mates) by their fathers’ names, because they were so like their sires in appearance, manner, language and attitude. In urban communities the resemblance is not usually so marked as in rural districts, but in physical peculiarities, manners, attitudes, the young are often wonderfully like their parents.

It is equally true that the influence of the teacher upon the pupil is often so pronounced that the common maxim is fully justified—“As the teacher is so is the school.” Consciously and unconsciously the children imitate or reproduce the speech, manners, ideals, attitudes, skills and activities of those who for five days a week have the direction of their lives.

We have all observed the influence upon classes of teachers who are attractive in person, careful and neat in appearance, who are clean and tidy in personal habits and who dress in good taste. On the other hand we can call to mind teachers who notwithstanding their estimable qualities and their learning, have yet failed to command the respect of their classes because physically they were undesirable and even unapproachable. Care of the body, attention to health, avoidance of offensive habits—all are as necessary as lesson-preparation and attention to discipline.

Mr. Shawkey lost a fine school because his tobacco breath was unbearable, and Miss Pulweiser lost hers because of over-ornamentation of a face that was naturally handsome. Fortunately instruction is carefully given to all teachers in Manitoba on matters of health, and all are given exercises that will help to give strength and poise to the body. Still it may be that in minor details like caring for hands, teeth, hair, clothing, there may be failures. If a teacher remembers that his work is showing pupils how to live, rather than merely instructing them in specified studies, he cannot overlook attention to physical details.

In one of the schools most remote from the centre was a young man who kept bachelor's quarters in a shack near the school. Yet he was meticulously careful in all matters pertaining to bodily appearance. I noticed that he had a flat iron and that he used it two or three times a week to keep his clothes pressed. This is only an illustration. The children of the school were equally careful in observing health rules and in keeping themselves clean. They washed hands and face before entering classroom, brushed teeth regularly, and took pride in their appearance.

It is to be expected that teachers shall have some intellectual furnishing. The minimal essential is indicated in the certificate granted by the Department of Education. That, however, is only a beginning. The good teacher is alert, always enquiring, always learning, is a mine of information and a source of inspiration. When people are studied he knows customs and modes of living in all lands and in all ages, and he has illustrations in abundance to suit every occasion; should the study be nature he is acquainted with birds and plant life and in this country can read the soils and the rocks; in literature he knows

some of the best written by ancients and moderns; he has stories of artists and musicians that he can tell when the time is favorable. Even in arithmetic he has a knowledge of facts and figures out of the ordinary, and can turn his calculations to good account in the ordinary affairs of life. He is interesting because of his wide knowledge and his attainments.

Emotionally children are very like their teachers. A school may resemble a camp-meeting or an old-time revival meeting, or the lessons and exercises may be carried out in such a way as to develop calm judgment. The pupils may occasionally have the thrill which follows picture appreciation, appreciation of music or appreciation of good literature, but they may pass all their years at school without ever having their hearts warmed or their imaginations kindled.

So, too, in the moral field, the school may illustrate honesty, industry, frankness, sincerity, or it may encourage dishonesty, laziness, subterfuge, and bluff. "As the teacher is, so is the school." It is a good motto for a teacher to look at and consider every day of his life.

CHILDREN FIRST

This Journal has no intention of minimizing the evils that beset us at the present time. It realizes that when the tillers of the soil suffer, all others, including teachers, must be prepared to suffer, and that this must apply to city as well as country. Yet it does not follow that on this account the teachers should be called upon to bear more than their share of the burden, and it certainly does not follow that the children should be asked to make sacrifice because of the mistakes of the fathers and that the future should be called upon to suffer because the people of the present have blundered.

Teachers, and more especially teachers in rural schools, are being

asked to pay more than their share. It has cost them many years of hard study and a great expenditure of money to prepare themselves for service in the schools. As a class they are better prepared for their work than ever before in the history of the country. As young people they rank as high in intelligence, ability and character as the young people in any other calling. Their salaries have never been equal to those commanded by men and women in other callings of like character and they did not begin to receive the remuneration of men in business life. They have been told what fine people they are, and what a grand work they are doing, but when there must be retrenchment, they

are the first to suffer. We do not say that just now the farmers in many districts should be called upon to pay more than they do. That is an impossibility, but no teacher should be asked to work for \$40 a month for only eight months in the year, and pay more than half of it for board and lodging. There is money for roads, there is money for gasoline, there is money for bankers and for those who have learned how to remove an appendix, but there is none for one who is prepared and able to lead children.

The children are in worse plight than the teachers. They are being robbed of their birthright—the right to as good an education as was provided to their parents or to their older brothers and sisters. There is some justice in the claim that young men and women living on even low salaries should in these days pay back to the state out of their earnings something in return for what the schools did for them. And grown men and women should be willing to forego their luxuries for the sake of those who are beginning life. The chil-

dren in a time like this must be first. In hundreds of school districts in Manitoba they are first—all honor to the parents who unclthe themselves to make their children presentable; but in hundreds of cases in towns and cities even, the money squandered on personal adornment and pleasure would be enough to pay the cost of providing all children with educational opportunity.

The worst feature of all is this, that no provision is made for future prosperity. In the end it is not buildings and roads, factories and farms, that make a country great. It is the manhood and womanhood of the state. The basis of it all is common school education added to education in the home. In young people education develops intelligence, right tastes, habits, skills, moral-social character, and worthy disposition. A few dollars more, a few acres more, a few cattle more, what does it signify? But richer, fuller life, power to read and think and act—these are surely the great needs of the people in any progressive nation.

FOR HIGH SCHOOL PRINCIPALS

There is a word that principals of high schools might pass on to students who are preparing to enter teaching. It is useless for them to come to Normal School if they have not a command of English. Some offer themselves from year to year who could not possibly be granted a license because English-speaking people cannot understand them. The chief fault is enunciation. This with care could be remedied. There are others, but not many, who could not be granted license because they have failed to cultivate the virtues of refinement.

A certificate of academic standing is not all that a teacher needs. Better a lower standing and guaranteed social and aesthetic culture, than higher certificate of learning without the graces of speech and manner which are so necessary in social intercourse. A teacher has to do more than direct pupils in their study; she has to teach them to live. This explains the situation.

Perhaps a high school principal should be severely censured if he encourages those who are obviously unfitted to teach to apply for entrance to Normal School.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Laura Secord Essay Competition

The Imperial Order Daughters of the Empire have chosen "Lord Selkirk" as the topic for the 1933 Essay Contest for Grades IX. and X. Circulars giving the rules and regulations for that contest have been sent out to the principals of all secondary schools. With these circulars went information concerning the I.O.D.E. Memorial Matriculation Bursaries. Teachers are asked to bring these matters to the attention of students qualifying.

Short Story Writing

It has been suggested to the Department that a number of teachers might be interested in a course in Short Story Writing if one were available at the Summer School. The Department is now in a position to offer such a course if a sufficient number enroll to justify it. The fee for the course will be Ten Dollars and the course will extend for a period of four weeks in July. This course is not limited to teachers and the Department will be glad if the teachers will bring it to the attention of those who may be interested. Applications should be forwarded to the Secretary, Summer School Committee, Department of Education, Winnipeg.

School Registers

Inspectors' reports to the Department indicate that there are teachers who are not marking the register properly. Attention is called to the regulations printed inside the front cover of each register. These should

guide every teacher in this matter. The register is a valuable district record, and old registers should be preserved. Secretary-Treasurers and teachers should co-operate in keeping an unbroken file.

Distribution of Nursery Stock for 1933

The Brandon Normal School will have a quantity of trees, shrubs and herbaceous perennials for distribution this year, as follows:

Trees and Shrubs

- 300 Ash.
- 200 Elm.
- 350 Maple.
- 150 Cottonwood.
- 100 Poplar.
- 200 Willow.
- 3000 Lilac.
- 4000 Caragana.
- 100 Plum.
- 200 Honeysuckle.
- 200 Virginia Creeper.

Herbaceous Perennials

Collection No. 1 will contain about 15 plants of tall varieties.

Collection No 2 will contain about 15 plants of dwarf varieties.

These collections will vary according to the material we have on hand at the time of shipping, and we reserve the right to alter any order if necessary.

Shipping Instructions

State clearly—(1) The name of the person to whom the shipment is to be addressed.

(2) The name of the station. (Tell if it is a flag station, and the railway line.)

(3) The post office to which advice should be sent when the parcel is shipped.

Carriage charges must be paid by the school district receiving the material; and when the shipment is to be sent to a station where there is no agent, the amount of the express must accompany the order.

Except for the express this material is distributed free of charge and all requests will be filled in the order received. To avoid being late all orders should be sent in before April 1st.

In order to secure good results it is very necessary that the ground should be cultivated the summer before planting is begun.

Address B. J. Hales, Principal of the Normal School, Brandon, Manitoba.

Physics and Chemistry

Students who are taking the course in Physics or Chemistry in Grade X. instead of Biology will write the Grade XI. examination of the Board in June. Principals who have Grade X. students taking Physics or Chemistry should keep this in mind and obtain regular application forms for these subjects in April.

Picture Study

The pictures selected by Miss Ham-mell to replace the three which are not available at the Book Bureau will be—

Dance of the Nymphs—Corot.

Valley Farm—Constable.

Erasmus—Holbein.

Grade IX. Conditions

Students now in Grade X. who have conditions from Grade IX. may be recommended for standing by the Principal in the Grade IX. conditions. These Grade IX. marks should be reported when the Grade X. results are reported. The Principal and Inspector must, of course, be satisfied that the students have studied the work thoroughly and reached the standard required by the Department.

Grade XI. Canadian History

In connection with the Grade XI. History, students will be expected to have a knowledge of the geographical detail associated with the explorations, boundary disputes, pioneer settlements, early trading posts, means of communication, and the establishment of the provinces. At the June examinations, students will be provided with an outline map, and will be given a question which will require them to have made some study of this phase of the History. A **minimum** requirement for the present year has been reached. It is given as follows:

1. Explorations.

Cartier, Champlain, La Verendrye, Mackenzie, Thompson, Fraser.

2. Boundaries.

(a) The boundary between Canada and the U.S.A.

(b) The boundaries of the provinces in 1763, 1791 and 1867.

3. Pioneer Settlements.

(a) Early French Settlements in Acadia and the Valley of the St. Lawrence River.

(b) Loyalists Settlements.

(c) Selkirk Settlements.

4. Early Trading Posts—Railways.

(a) York Factory, Churchill, Cumberland House, Fort William, Fort Vancouver, Victoria, Fort Niagara, Fort Du Quesne, Frontenac, Michilimackinac, Albany, Louisburg.

(b) Canadian Pacific Railway, Canadian National Railway.

5. Ottawa and the Provincial Capitals.

Teachers are advised to consult Burpee's "Historical Atlas of Canada" (Nelson. Price \$1.75.)

Examinations for Prospective Normal School Students

All students are required to pass the tests in Silent Reading and Arithmetic for admission to the Normal Schools. Another examination in these subjects will be conducted on March 20th, at 9 a.m.. A fee of \$1.00 per paper will be charged for supplemental examina-

tions. Application forms for these examinations will be ready for distribution on January 23rd. Requests for application forms should be addressed to the Registrar, Department of Education, Parliament Buildings, Winnipeg. All applications must be received not later than March 13th.

Students will write these examinations at their own school. Students unattached to any school may write the examination at the nearest Secondary School, but should inform the Principal in good time of their intention to write.

Geometry

Schools which are taking all the work in Geometry in Grade X. may recommend their Grade X. pupils for standing in this subject in June. After June, 1933, Geometry will be strictly a Grade XI. subject, and students writing regular or supplemental examinations in this subject must pass the papers provided by the Examination Board.

Latin—Grades XI. and XII.

The Latin examination in Grade XI. will consist of one paper made up of Authors, Grammar and Sight translation.

The Grade XII. Latin examination will consist of two papers, "A" and

"B." Each paper will be made up of Grammar, Authors and Sight translation.

Silent Reading and Arithmetic Tests for Prospective Normal School Students

All students are required to pass the tests in Silent Reading and Arithmetic for admission to the Normal Schools. Another examination in these subjects will be conducted on March 20th, at 9.00 a.m. A fee of \$1.00 per paper will be charged for supplemental examinations. Application forms for these examinations will be ready for distribution on January 23rd. Principals should notify the Registrar of the number of application forms required. All completed applications must be received not later than March 13th.

Students will write these examinations at their own school. Students unattached to any school may write the examination at the nearest Secondary School, but should inform the Principal in good time of their intention to write.

Grade XII. French

The French examination in Grade XII. will consist of two papers, "A" and "B." Each paper will consist of grammar, authors and sight translation.

PROGRAMME OF RADIO LESSONS

February 6th to March 11th, 1933

Monday, Feb. 6th, 5.15-5.35 p.m.—

Grades VII. and VIII.—"Some pictures of English Life under the Georges"—Mr. E. H. Morgan, River-view School.

Tuesday, Feb. 7th, 5.15-5.35 p.m.—

Grade XI.—French Lesson—Miss M. M. Brooker, Department of Education.

Wednesday, Feb. 8th, 5.15-5.35 p.m.—

Grade X.—"Respiration"—Mr. G. J. Elliott.

Thursday, Feb. 9th, 5.15-5.35 p.m.—

Grade XI.—"Events Leading to Confederation"—Miss E. E. Moore, Daniel McIntyre Collegiate Institute.

Friday, Feb. 10th, 5.15-5.35 p.m.—

Grades IX. and X.—"Prospero's Island"—Miss Effie Thompson, Earl Grey Junior High School.

Saturday, Feb. 11th, 10.30-10.50 a.m.—

Grades VII. and VIII.—"Mining in Canada"—Mr. F. D. Baragar, Principal Sparling School.

Monday, Feb. 13th, 5.15-5.35 p.m.—

Grade XI.—“Oliver Cromwell—A Modern Play”—Miss Alberta Thompson, St. John's Technical High School.

Tuesday, Feb. 14th, 5.15-5.35 p.m.—

Grade IX.—French Lesson—Miss M. M. Brooker, Department of Education.

Wednesday, Feb. 15th, 5.15-5.35 p.m.—

Grade X.—“Reform Movements of the Victorian Era”—Miss J. W. McKeand, Norwood Collegiate Institute.

Thursday, Feb. 16th, 5.15-5.35 p.m.—

Grade XI.—“Hamlet—Character Studies”—Miss M. Anderson, Daniel McIntyre Collegiate Institute.

Friday, Feb. 17th, 5.15-5.35 p.m.—

Grade IX.—“The Earth and its Satellite”—Mr. C. J. Hutchings, Department of Education.

Saturday, Feb. 18th, 10.25-10.55 a.m.—

All Grades—Musical Programme by the pupils of St. John's Technical High School under the direction of Miss Marjorie Horner.

Monday, Feb. 20th, 5.15-5.35 p.m.—

Grades VII. and VIII.—“Macbeth”—Miss T. K. Stratton, Department of Education.

Tuesday, Feb. 21st, 5.15-5.35 p.m.—

Grade XI.—French Lesson—Miss M. M. Brooker, Department of Education.

Wednesday, Feb. 22nd, 5.15-5.35 p.m.—

Grade X.—“Plants and Animals in Relation to Human Welfare”—Mr. G. J. Elliott.

Thursday, Feb. 23rd, 5.15-5.35 p.m.—

Grade XI.—“The First Western Province”—Mr. George Florence, Daniel McIntyre Collegiate Institute.

Friday, Feb. 24th, 5.15-5.35 p.m.—

Grades IX. and X.—“The Tempest”—Miss Effie Thompson, Earl Grey Junior High School.

Saturday, Feb. 25th, 10.30-10.50 a.m.—

Grade X.—French Lesson—Miss M. M. Brooker, Department of Education.

Monday, Feb. 27th, 5.15-5.35 p.m.—

Grades VII. and VIII.—“The Industrial Revolution in Pictures”—Mr. E. H. Morgan, Riverview School.

Tuesday, Feb. 28th, 5.15-5.35 p.m.—

Grade IX.—French Lesson—Miss M. M. Brooker, Department of Education.

Wednesday, Mar. 1st, 5.15-5.35 p.m.—

Grade X.—“The British Empire of Today”—Mr. J. E. Ridd, St. John's Technical High School.

Thursday, Mar. 2nd, 5.15-5.35 p.m.—

Grade XI.—Richard II. “Two Kings—A Contrast”—Miss A. R. Bray, East Kildonan Collegiate Institute.

Friday, Mar. 3rd, 5.15-5.35 p.m.—

Grade IX.—“The Industrial Revolution”—Miss B. Johnson, East Kildonan Collegiate Institute.

Saturday, Mar. 4th, 10.30-10.50 a.m.—

Grades VII. and VIII.—“Water Power Resources as Related to Manufacture”—Mr. F. D. Baragar, Principal Sparling School.

Monday, Mar. 6th, 5.15-5.35 p.m.—

Grades VII. and VIII.—“Further Studies from Lamb's Tales”—Miss T. K. Stratton, Department of Education.

Tuesday, Mar. 7th, 5.15-5.35 p.m.—

Grade XI.—French Lesson—Miss M. M. Brooker, Department of Education.

Wednesday, Mar. 8th, 5.15-5.35 p.m.—

Grade XI.—“The Theory of Sound”—Mr. C. S. Gow, Gordon Bell High School.

Thursday, Mar. 9th, 5.15-5.35 p.m.—

Grade XI.—“Canada's March to Nationhood”—Mr. W. G. Rathwell, Norwood Collegiate Institute.

Friday, Mar. 10th, 5.15-5.35 p.m.—

Grade IX.—“Some Secrets of the Stars”—Mr. C. J. Hutchings, Department of Education.

Saturday, Mar. 11th, 10.30-10.50 a.m.—

Grade X.—French Lesson—Miss M. M. Brooker, Department of Education.

PICTURE STUDY

(Copyright)

The article in the Art Section for the January 1933 number was, is and will be the most important article of this year. Even before studying the picture for this month re-read what was said of Constable one of the most significant English artists.

With the Political Revolution in France came a revolution in Art as well. Prior to this the artists who were popular were artists who painted to please a frivolous and licentious court. (See the story of Fragonard 1732-1806 on page 154 of *Advancing in Picture Study*). These met their downfall with the downfall of royalty. The artists who now became popular were those who refused to paint the frivolous subjects. They aimed at perfection and sought to imitate the Greeks. David was the great leader. We then find portrait painters draping their models in Greek gowns and painting them with the severe Greek settings which certainly were never to be found in the bright gaily artistic homes of the French people.

Now mere imitation leads nowhere in Art or in anything else. You can understand then why serious minded artists with an original urge were dissatisfied with the trend of Art.

The French picture dealer who bought the much criticized work of Constable and hung it at a French exhibition opened the eyes of these dissatisfied men. Corot was among the number. "See," he said, "this Englishman Constable does not imitate; even his technique is his own. He paints just what he sees and feels. This is truth and beauty."

Together a group of French artists fired with Constable's inspiration left the Paris Art Schools and verily pitched their tents at the border of the great Forest near Barbizon. Milet, Draz, Rousseau, joined him and formed what became known as "The Barbizon School." Artists from other countries came to study with them, among these

we find two Dutch artists, Artz and Mauve.

In Corot's *Dance of the Nymphs* we see a glade (or gleade) a sunny open space. We are at the border of a forest. Nymphs dance in merry round, some are plucking flowers, others gathering wild grapes from vine. We not only see the merrymaking but we can almost hear joyous ringing laughter. We **see** as well as **feel** two contrasting things, a cool, quiet woodland scene and the riotous noisy gaiety of dancers in the open. The coloring harmonizes with these feelings. Cool pale grey-green tones are used for the landscape while the brighter costumes of the revellers reflect their mood.

Picture Composition—This picture has remarkable Balance, Harmony and Rhythm.

There is a balance of feeling, gaiety and quietness.

There is balance of color tone, cool and warm.

There is balance of light and shade. (See page 29 in *Advancing in Picture Study*, \$1.00, Book Bureau, Department of Education.)

Every line in the picture is Rhythmic and full of movement, one curve reflecting or harmonizing with another.

But let us remember this, we might never have had Corot had there not been our great English Constable.

Agnes Hammell, B.A.,

Art Supervisor.

The list of pictures available for this year are:

1. Landscape—Brigden.
2. Valley Farm—Constable.
3. Dance of the Nymphs—Corot.
4. Erasmus—Holbein.
5. Avenue of Trees—Hobbema.
6. Holy Night—Corregio.
7. Artist's Mother—Whistler.
8. The Blue Boy—Gainsborough.
9. Sir Galahad—Watts.

No. 1 is a large colored print at 15 cents. The others may be had in colors, small size at 2 cents each or large size 29 cents. Book Bureau, Department of Education.

Special Articles

LIFT ME UP THAT I MAY SEE

Finding it impossible one day to make my way through the crowds on the street waiting for a procession to pass, I stopped, and standing back a little from the curb watched the eager faces gazing up the street. Right in front of me stood a group of men in working clothes, and in their midst, a tall broad-shouldered express man explaining the reason for a "parade." In a moment the sound of brass instruments burst upon us, the crowd of small boys following close beside the uniformed men, their eyes on flying banners, and keeping step as only boys can.

Suddenly above the noises of the street, above the commands of the officers and the music of the band, I heard a little, thin, shrill voice from the crowded corner where the men stood, cry out "Lift me up so I can see!" It was a street child, a little girl, whose dress and face showed that neither money, time, nor thought had been expended upon her. She looked so tiny as she stood there trying to peer through the crowd at the procession in the street. Again it came, "Lift me up, I say, so I can see." There was a

moment's hesitation, and then with that look one loves to see upon the face of a strong man, the expressman stooped and picked her up. As he held her there, high above the heads of the others, one little arm went round his neck, and she held on tight, while the other hand pointed at horses, banners and again in her joy and delight, "Now I can see, I can see everything."

The procession passed. He placed her on the sidewalk, and as the crowd scattered she hurried away satisfaction written upon her small face. But as I walked slowly back toward home, her voice rang in my ears, "Lift me up, so I can see!" And I knew that that is the unconscious cry of childhood of the world, to the teachers of the world.

It is we teachers here at the Convention, who are to do the lifting. It is an important task, and should be done thoughtfully and thoroughly, for through the physical, mental and spiritual sides of her nature, the teacher is to lift the child to the place where the child can see for himself.

—Sophie Krett,
Class "C."

A PRIZE PROBLEM

A prize of one dollar is offered to the first High School pupil who unaided will solve this problem and set forth the solution. It was given to 15 year old pupils in Nantes for home work and was naturally objected to by parents. It is not of much account as a problem in arithmetic, for arithmetic should concern itself with realities, but any pupil who can work it is able to think independently.

"On a circular track 25 centimeters in diameter a housefly and an ant ran a race. The stride of the ant

was $5/10$ millimeters in length; three of his strides equalled one of the housefly's. In two minutes the ant made 2,000 strides; the housefly 500."

Given—1. The race was for 300 meters. 2. After eight hours the housefly began to cheat by flying to the point on the race track diametrically opposite to him, in the space of one second every alternate round, from that minute on. 3. At the same instant the ant sprained one of his ankles so that he could take only 1,200 strides every two minutes.

To find—Which won the race? At the finish, what was the time of each contestant? What was the distance

covered while running by the housefly? How many times did the ant run around the track?

THE JUNIOR HIGH CURRICULUM

(By Dr. F. Bobbitt)

1. Give more time to the social studies.

2. Give more time to the science studies.

3. Require all the social and science studies of all the pupils, adjusting them, however, to the different levels of mentality of the pupils.

4. Build up the social and science portions of the training on the basis of actual social needs.

5. Let the social and science studies, employing the arts of literacy, constitute the central and major portion of the program in each of the grades of the junior high school.

6. Let the program be guidance of intellectual growth, and not a mechanical grafting on the mind of fixed textbook information. This latter has

value; but experience has proved that it is insufficient.

7. Give a moderate amount of time in the school to practical activities; but expect most of the practice in these activities to be at home.

8. Give less program time to the mechanical teaching of the techniques involved in human living, such as the English language. Foreign language, higher mathematics, drawing, and the musical notation. Beyond the elementary school, plan to get the techniques learned mostly through use of them, with only remedial teaching.

If these suggestions are valid, they call for much further improvement of the curriculum of the junior high school.

An address given before the Ohio State Educational Conference.

BETTER SPEECH FOR BUSY PEOPLE

(By Carilyn Stevens)

Final th Is Interesting

In English, th has two sounds: th, voiceless, as in thin, and voiced, as in then, thine. If one listens, for instance, he can hear a little murmur or buzzing sound when he says "then" that is not present when he says "thin." Many teachers of speech consider it important for students who wish to improve their speech to be able to recognize the difference between a voiced and a voiceless consonant.

Having learned to distinguish between these two sounds the student will find some interesting points to consider about th. For one thing, when th is final it is usually voiceless; bath, myth, moth. However, in the word "with," meaning in company with, the th is voiced. "Enoch walked with God."

The same form is also used when "with" is a prefix; with-draw, with-in. This is a nice point that adds distinction to speech. In the word smooth (as we all know) and bequeath the th is likewise voiced. Authorities differ about beneath.

Certain Plurals and Verbs

When nouns are pluralized or changed into a verb form by adding s or e they sometimes take the voiced form; truth, truthz, breath, breathe.

Special words require attention. In fifth, sixth, hundredth, because the combination of consonants is difficult, one should give special care to sound th correctly. When s is added to pluralize these words (fifths, sixths, hundredths) still further care may be needed. Cloth gives us no difficulty

but in the word clothes the th must be correctly sounded and the word must not degenerate into "kloz." "Height" is pronounced "hit"; the length and the breadth and the hit. (There is no th-sound on the end of the word.) For those who have trouble with this sound it may be helpful to remember that it is made by the tip of the tongue against the edge of the upper teeth. The tongue should not be allowed to protrude too far.

In many cases a word to the wise is sufficient, directing thought to a correct form often being enough to eliminate confusion with regard to it. A simple method by which busy people can acquire accuracy with regard to the two forms of th, without going deeply into the technic, is to study a list of words until they are thoroughly familiar with the correct forms. The ear soon becomes accustomed to these, after which further attention will probably not be necessary. For the convenience of those interested two lists of words in common usage are given below, showing the correct form of th. Many of these words are well known and will serve as guides in the pronunciation of others not so familiar.

VOICELESS	VOICED
bath	baths—bathe
breath	breathe
cloth	clothes
oath	oaths
moth	moths
loath	loathe
truth	truths
wreath	wreaths—wreathe

youth—youths	youths
teeth	teethe
mouth (noun)	mouths (noun)—
mouth (verb)	
path	paths
fifth	with
fifths	bequeath
width	smooth
widths	
hundredth	
hundredths	
fourth	
fourths	
length	
lengths	
month	
months	
myth	
myths	

Sentences to Try

The wind bloweth where it listeth.
 If God so clothe the grass of the field
 —(clothe, voiced).
 The length and the depth and the
 height of being.
 We hold these truths to be self-evident, that all men are created equal.
 (Truths, voiced).
 She has a world of ready wealth
 Our minds and hearts to bless,
 Spontaneous wisdom breathed by
 health
 Truth breathed by cheerfulness.
 —Wordsworth.
 ("Breathed" and "breathes" are
 voiced, th. The others are unvoiced.)
 Breathes there a man with soul so dead
 That never to himself hath said,
 "This is my own, my native land."
 —Christian Science Monitor.

THIS CHANGING WORLD

Passengers on a street car in a large city recently were amused at the interested enthusiasm of a child, a girl about eight years old, who, it developed, just then was taking her first trolley ride.

Of the conductor and of her mother who accompanied her the child asked a rapid succession of questions about the tram and its operation. She was as in-

terested in that street car as she would have been in a new doll or a new toy.

When she left the car, one of the passengers learned from the conductor that the mother had remarked that the little girl never had been on a street car before, simply because the family always used automotive transportation; either their own motorcar, a taxicab, a bus, or an airplane.

The incident throws a revealing spotlight upon a changing world, and opens up a wide field for speculation.

To an older person it seems incredible, at first, that even a young city child should never have ridden in a street car. And yet, upon second thought, it is quite apparent that there must be any number of children who are acquainted with this familiar medium of transport only by seeing it from the outside.

Think, too, then, for example, how many young persons there are who cannot picture a world without a radio, without electric refrigeration, without an oil-burning furnace, without an air mail, much less one without telephones, electric lights and skyscrapers.

It is trite indeed to say that the world moves rapidly these days. But few realize just how quickly it does change until a child, with disarming naiveté, shows how vast are the differences which a few years bring.

Nature Study Talk

BOTANY—WHEAT

(By V. W. Jackson, Professor of Biology, Manitoba Agricultural College.)

The plea for botany in education is not for its own sake, but for lessons in life, on reproduction, on heredity, on improvement. It was through peas that Mendell learned the laws of heredity. It is through corn that we see the possibilities of cross-breeding. It is through wheat that we see the advantages of in-breeding. Marquis wheat has remained constant and pure over 20 years, due to self fertilization. If therefore, we wish new wheat, we must carefully remove the stamens of the unopened flower and substitute new pollen. Then we find that wheat has flowers the same as other plants, only not showy. The floral parts are green and small, but they are all there, and the flowers of oats, wheat and corn should be studied the same as other flowers. Oats has a larger flower and we have to separate the chaff or bracts from the hulls or sepals. But wheat flowers are simple and easily dissected when green, with the three antlers still within each floret and the bifid plumey stigma (Fig. A.) as in all grasses and grains. The outer bracts or chaff are called glumes; the inner sepals or hulls are called lemma (Fig. 1-IV.).

To cross wheat the three stamens must be removed from the floret before they burst with pollen, and a few days later the pollen from a desired variety is dusted on to the plumey stigma and covered with a paper envelope to prevent any foreign pollen entering. The pollen grains germinate as shown in A. 5, and grow down to the ovule or seed, contributing its half to the new grain (Fig. V.). Thus it was that the earliness of Bearded Calcutta was conveyed to the hardness of Red Fife to make a new wheat—Marquis Wheat. Then by selection of the desired type we have obtained a wheat pure and constant even as to bread baking qualities. It is by crossing and selection that wheat has been obtained from a wild grass (*Triticum dicoccoides*) still growing wild in Palestine. (Fig. VII.). Maize has been obtained by crossing and selection of a wild grass called Teosinte growing in Yucatan. The ease with which the pollen tassel can be dusted unto the silk or stigma accounts for the very rapid improvement in corn within the last half century. Wheat is of much older origin. It was grown by the Lake Dwellers; it is found

buried with the mummies of Egypt. Such long cultivation and improvement has produced hundreds of varieties, over 900 varieties of wheat are now known and grown.

Wheat is an old Saxon word "whit," or "white," being the only grain that produces white flour, and its botanical name "Triticum" refers to its grinding qualities—triturate means to grind.

Wheat flowers



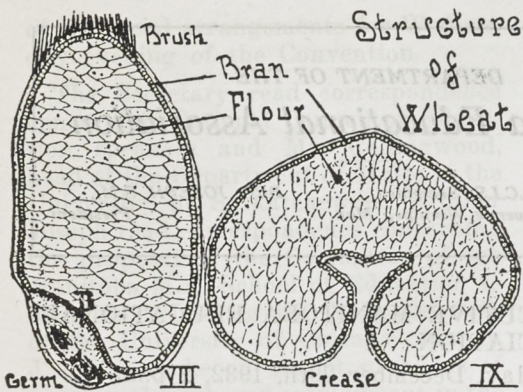
VII

Wild Wheat
Aegilops ovata

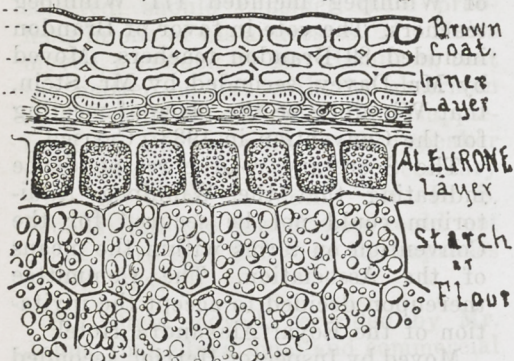


Wheat head and Contents





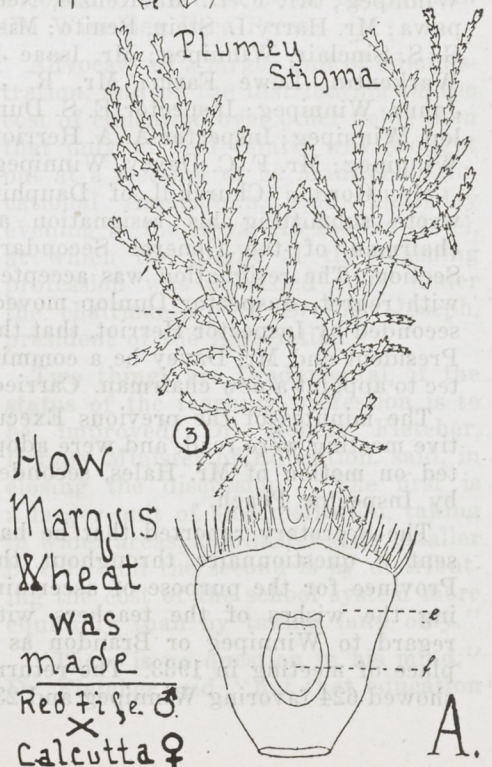
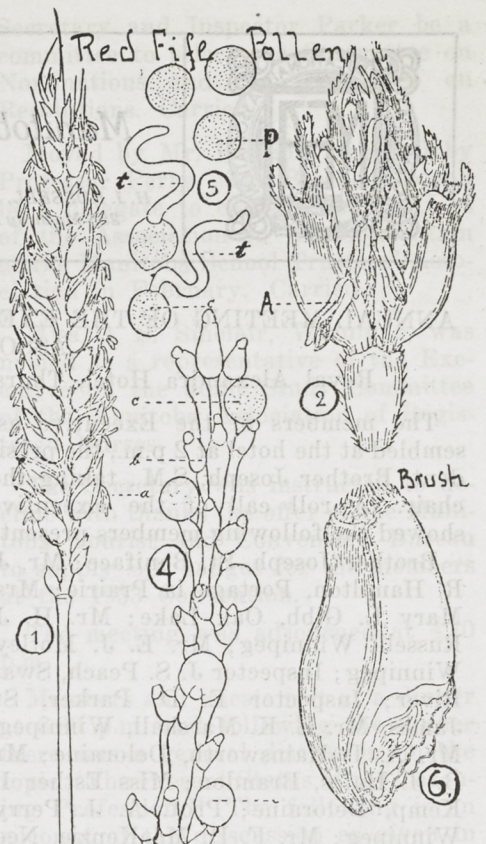
Wheat split Wheat crosswise

Section through **BRAN** Part of a Grain of Wheat.

The Structure of A Grain of Wheat

All seeds or ovules are formed within an ovary (in Angiosperms), therefore the ovary of wheat must be the bran, but because the bran is inseparable from the ovule (the two having grown together) we think of them as one; and the miller in order to separate them wastes about 30% even with the very finest machinery, and thus obtains only 70% extraction of flour. The 30% is composed of the outer brown coat or ovary together with the inner coat and the aleurone layer, as shown grown together in the drawing of the cross section of bran herewith. The germ also separated with the bran, and it and the aleurone layer contains the valuable vitamins, the loss of which is the price we pay for white flour and white bread. Next month we shall find the price the Dark Ages paid for not knowing black grain—a plant disease.

Reprints of this and "How Plants Live" and "The Structure of Stems" will be sent on request.





DEPARTMENT OF THE
Manitoba Educational Association

H. J. RUSSELL, A.C.I.S., Secretary
255 Machray Avenue, Winnipeg Man.

BRO. JOSEPH, S.M.,
President

ANNUAL MEETING OF THE EXECUTIVE MANITOBA EDUCATIONAL
ASSOCIATION

Royal Alexandra Hotel, Thursday, December 29th, 1932, 2 p.m.

The members of the Executive assembled at the hotel at 2 p.m., the president, Brother Joseph, S.M., taking the chair. A roll call of the Executive showed the following members present:

Brother Joseph, St. Boniface; Mr. J. R. Hamilton, Portage la Prairie; Mrs. Mary L. Gibb, Oak Lake; Mr. H. J. Russell, Winnipeg; Mr. E. J. Motley, Winnipeg; Inspector J. S. Peach, Swan River; Inspector E. D. Parker, St. James; Mr. E. K. Marshall, Winnipeg; Mr. A. T. Hainsworth, Deloraine; Mr. B. J. Hales, Brandon; Miss Esther L. Kemp, Deloraine; Prof. A. J. Perry, Winnipeg; Mr. F. D. MacKenzie, Neepawa; Mr. Harry L. Stein, Benito; Miss G. S. Sinclair, Winnipeg; Mr. Isaac J. Warkentin, Lowe Farm; Mr. R. J. Johns, Winnipeg; Inspector E. S. Dunlop, Winnipeg; Inspector A. A. Herriot, Winnipeg; Mr. F. C. Davey, Winnipeg.

Mr. Gordon Churchill of Dauphin wrote submitting his resignation as chairman of the General Secondary Section. The resignation was accepted with regret. Inspector Dunlop moved, seconded by Inspector Herriot, that the President and Mr. Davey be a committee to appoint a new chairman. Carried.

The minutes of the previous Executive meeting were read, and were adopted on motion of Mr. Hales, seconded by Inspector Peach.

The Secretary reported that he had sent a questionnaire throughout the Province for the purpose of ascertaining the wishes of the teachers with regard to Winnipeg or Brandon as a place of meeting in 1933. The returns showed 624 favoring Winnipeg and 235

favoring Brandon. The vote in favor of Winnipeg included 171 Winnipeg teachers. The vote in favor of Brandon included 89 Brandon teachers. Moved by Mr. Davey, seconded by Mr. Stein, that Winnipeg be the place of meeting for the Convention in 1933. Carried.

The Secretary read correspondence indicating that the Winnipeg Auditorium could not be secured for the Convention on terms within the means of the Association. The Committee thereupon decided to accept the invitation of the Royal Alexandra Hotel.

Moved by Inspector Herriot, seconded by Inspector Peach, that if necessary, the Playhouse Theatre be secured for the Tuesday afternoon meeting. Carried.

The Committee decided that the dates of the Convention should be from Monday evening, April 17th, to Thursday afternoon, April 20th, 1933.

The report of the Treasurer, Mr. E. J. Motley, showed a balance of \$736.42. Moved by Mr. Motley, seconded by Mr. Davey, that the report be adopted. Carried.

The Secretary presented the report of Dr. Warren concerning the work of the Committee on the Compression of the M.E.A. Programme. The report indicated that it was not possible to cut down the programme at this time, the tendency of the M.E.A. being to grow, rather than to contract. Moved by Mr. Hales, seconded by Mrs. Gibb, that the report be adopted. Carried.

The Secretary reported that the Manitoba Summer School Reunion Committee was willing to take charge

of the social arrangements for Wednesday evening of the Convention.

The Secretary read correspondence concerning National Council of Education speakers and Mr. Collingwood, head of the Department of Music in the University of Saskatchewan. Brother Joseph read correspondence concerning the proposal of the Committee of the Manitoba M.A. School of Education to bring to Winnipeg Dr. G. T. Buswell, of the University of Chicago. Mr. R. J. Johns spoke on urgent problems of vocational work and employment in the Province, and urged that any speaker selected, should consider these problems in one of his addresses. Mr. Hales moved, seconded by Mr. Hamilton, that the matter be left with the chairman and Secretary, and that they supplement Dr. Buswell with another speaker if necessary. Carried. The Secretary was instructed to notify Mr. D. S. Woods that the Association could not grant more than \$50.00 to the expenses of Dr. Buswell.

Mr. Stein moved, seconded by Mr. Johns, that educational and commercial exhibits be provided for in a manner similar to the plan followed in 1932. Carried. Mr. Johns said that the Back-to-the-Land Association was undertaking to sponsor an exhibit of manual training and technical work at the Auditorium during Easter week, and that the M.E.A. programme could carry the announcement. Mr. Warkentin suggested that Miss Boise, Elm Creek, and Mr. Gustav Reimer, Klee-feld, could send in school exhibits. Other names mentioned in connection with exhibits were Inspector Beacher of Rossburn, Miss B. McLeish, Brandon and Mrs. Waite, Oak Lake.

Mr. Marshall, Brother Joseph and Mr. Hamilton spoke briefly on work done during Manitoba Education Week.

The Secretary reported on the granting of scholarships under the Dr. Alexander McIntyre Memorial Fund.

Moved by Mr. Hales, seconded by Mr. Hamilton, that the Chairman, the

Secretary and Inspector Parker be a committee to select the Committee on Nominations and the Committee on Resolutions. Carried.

Moved by Mr. Herriot, seconded by Professor Perry, that Brother Joseph be a delegate to convey the greetings of the Association to the Convention of the Manitoba School Trustees' Association in February. Carried.

Miss G. S. Sinclair, Winnipeg, was named as a representative of the Executive on the Joint Study Committee of the Manitoba Association of Registered Nurses.

The Secretary was instructed to decline with thanks the offer of the Manitoba Tourist and Convention Bureau to supply silk badges for the members at the 1933 Convention.

The meeting was adjourned at 4.10 p.m.

Members and guests met at a dinner at 6.30 p.m. and following the dinner there was a general discussion on the topic "The Present Status of the Teaching Profession." The following is an account of the discussion as given in the Winnipeg Free Press:

Advocacy of a larger unit of administration, and of the distributing of the cost of education over other fields than that only of real estate, was brought out at a meeting of the Manitoba Educational Association, held Thursday evening in the Royal Alexandra Hotel, at which the plight of the teaching profession was discussed fully under the chairmanship of Brother Joseph, president of the Association.

Two things are fundamental, if the status of the teaching profession is to be improved, Dr. Robert Fletcher, Deputy Minister of Education, said, in closing the discussion. "The first is a larger unit of administration, taking in wider areas, administered by smaller boards, and the second is by distributing the cost of the school system more equitably than by taxing land only."

"There is no question in his mind," Dr. Fletcher said, "but that education

will have to be assisted from new sources of revenue that will be earmarked," and his suggestion for a new field of revenue is a tax on every wage earner, down to the person earning as little as \$10.00 per week, as a contribution to the cost of education. He commended the teachers in the present crisis, saying that he was more than pleased with the way they have stood up under the strain.

The discussion was opened by Inspector A. A. Herriot. The original title of the discussion had been the "Present Status of the Teaching Profession," but in his opinion "plight" was a better word to use.

After instancing cases of teachers having had to accept salary cuts up to 50 per cent and other worse cases of teachers having completed their terms without a cent of remuneration since September. Inspector Herriott declared that the existing system of small units has failed to function because of its inherent weakness in the basis of taxation.

"The land tax should not necessarily support education," he asserted. "Land only represents one-third of our wealth. Why should it be called on to carry six-sevenths of the cost of education? There is the cause of the weakness."

Remedies to ameliorate the plight of the teachers, advocated by Inspector Herriott are a larger unit of administration; a broader basis of support in the form of a provincial-wide tax levy to provide reasonable remuneration for teachers everywhere; a source of revenue other than solely taxes on land; and a minimum salary graded according to conditions and assuring reasonable remuneration with continuity of tenure.

A different angle to the discussion was developed by Harry Stein, of Benito, who placed some of the blame for their plight on teachers themselves.

The reasons for the low status of the teaching profession, as seen by Mr. Stein, are lack of an effective teachers' organization; lack of the professional spirit brought about by fluctuations in personnel and insecurity of tenure; the competitive basis of engagements; lack of uniformity in professional requirements; lack of real supervision; and the want of professional allegiance.

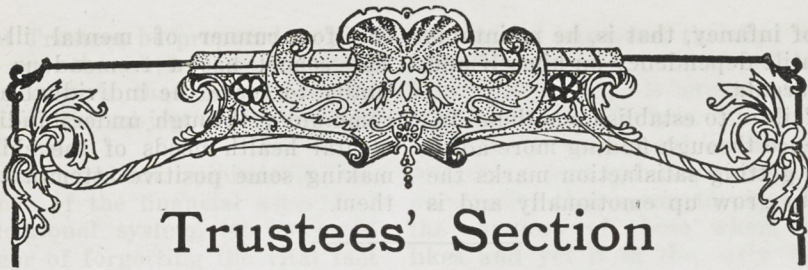
Inspector J. E. S. Dunlop repeated that the present plight of the teachers is due to many contributory causes, and that if legislation is to do anything to better their condition, something must be done at the approaching legislative sessions. He brought forward the suggestion of teachers being civil servants employed by the province.

Inspector D. S. Woods supported previous speakers in their attacks on the small, weak units of administration, and on the narrow basis of land taxation.

Rev. Dr. H. Bourke warned against the probable higher cost of education as a danger of too much centralization, "The present situation is only temporary," he said. "It is impossible to exempt the schools from the present world plight, and the only thing to do is to trust in Providence."

Dr. D. M. Duncan insisted that the difficulties of the weaker sections of the school system will never disappear until some responsibility is assumed by the Dominion government, if not directly, at least in opening new avenues of financing, and he recommended support for the provincial government in pressing for aid from the federal government, in order to relieve the rural districts.

Dr. W. A. McIntyre and Miss K. M. Haig also contributed to the discussion, Miss Haig saying "That if our trust in our teachers goes down, there cannot be much trust in anything else."



Trustees' Section

THE CHILD'S ADJUSTMENT TO SCHOOL

(Continued from October)

(By H. Mitchell, Director of Parent Education, The Mental Hygiene Institute, Montreal.)

A lack of sensitiveness and insight on the part of teachers into what is happening in the feeling or emotional life of the child, a lack of understanding of the vital mental health needs involved in the child's emotional life, has made it inevitable that we should have overlooked in schools mental health problems which are of fundamental importance for happy, successful living. The teacher believes and says that certain children are not succeeding because they are restless, inattentive, day-dreaming. I wonder how often the question is asked: "Why the inattention, restlessness, etc.?" How completely do we look behind the surface behaviour in an attempt to understand the motives which are responsible for the behaviour! How frequently do we devote our attention to what may be called troublesome authority defying behaviour, and completely overlook behaviour more important from a mental health standpoint—such unsocial behaviour as is marked by timidity, self-consciousness, lack of play interests, etc.

The emotional needs and emotional development of the child are deserving of as much if not more attention than is now being centred on purely intellectual development. Witness the number of adults who have matured intellectually and physically but who in their emotional lives are still children, as shown by lack of emotional self-control, intolerance, jealousy, suspicions, invalidism, which prevent them from

setting up satisfying relations in their work with their fellows and their families. It has been said that in the case of forty percent of patients who go to physicians for treatment, no physical basis can be found for their complaints. These are people who have not established healthy, satisfying, outside interests and whose interest and attention has been turned back on themselves. In many cases the beginning of such an inturning process lay in simple disappointments, rebuffs, incidents which might have been turned to advantage had we recognized these tendencies to turn back rather than go forward. When an individual has grown up feeling inferior or at a disadvantage at some phase of his life, it is inevitable that his attention and interest will not be distributed in a way favourable for healthy, efficient living.

When we attempt to apply this principle to the school child's emotional life it means simply that we should be thinking and planning constantly to increase the individual child's ways of getting increasing satisfaction in a variety of outside directions. The increased satisfying outside interests mean increasing independence and are the best assurance for continuing mental health. The child who in the school period is not succeeding in finding this increasing satisfaction in his outside contacts, in the face of even slight failures or disappointment falls back on the easier ways for getting satisfaction which were normal for the

period of infancy, that is, he maintains an infantile dependency on himself and on his parents.

This failure to establish emotional independence through finding more adult ways of getting satisfaction marks the failure to grow up emotionally and is

the fore-runner of mental ill-health. The school has a tremendous opportunity to serve the individual and the community through understanding the mental health needs of the child and making some positive attempt to meet them.

NEW SYSTEM FOR FINANCING PUBLIC SCHOOLS

Sweeping changes in the administrative and financial systems of public schools in rural Manitoba will be recommended in the report of a special committee authorized by the Department of Education to make a complete survey of the situation.

The committee, which is representative of the Trustees' Association, the Department of Education, the Manitoba Teachers' Federation and the Manitoba Tax Commission has been engaged in making this survey for the past two years. The report was considered at a session in the evening which lasted until after 11 o'clock, when the committee adjourned until this morning. When finally adopted the report will be submitted to the annual meeting of the Trustees' Association, February 22nd and 23rd.

Abolition of rural school districts as at present constituted, and setting up of larger administrative units on the basis of municipal boundaries will be recommended.

A general provincial levy for schools to replace the present system of municipal and special levies will be urgently advised.

It will be proposed that the school board of each enlarged school district

will be composed of not less than four and not more than ten trustees, elected at the time of municipal elections, one from each ward as are members of the council.

At the present time there are 7,000 school trustees in Manitoba. If the suggested changes are made that number would be reduced to 1,000.

Approval of these recommendations by the Manitoba government would mean a complete change in the administrative sections of the Public Schools Act if passed upon by the legislature.

The report has been drafted by Albert Tomlinson, school administrator for the Department of Education, a member of the special committee.

A. T. Hainsworth, of Deloraine is chairman of the committee. Other members are: Mrs. A. G. McArthur, of Winnipeg, Secretary; J. A. Marion, of St. Boniface; H. N. McNeil, of Dauphin and D. L. Mellish, of Pipestone, all representative of the Trustees' Association; W. C. Wroth, of Ellice, representing the Union of Municipalities; D. S. Woods, Department of Education; C. W. Laidlaw, E. K. Marshall and James Crossly, for the Manitoba Teachers' Federation, and E. W. Watts, chairman of the Manitoba Tax Commission.

—Free Press.

In a few weeks School Trustees from all over the Province will gather in Convention to discuss the problems of school administration.

It is the responsibility of the elected representatives of the people in the various school districts to provide facilities for the education of every child, and it is quite proper and natural that there should be opportunities provided

for getting together and exchanging ideas on the problems connected with their responsibilities.

At the forthcoming convention the special committee that has been working for a long time will present its findings on the important matter of Finance and Administration, and it is not for me to anticipate what that report may contain. It is important how-

ever that Trustees be prepared to give careful and thoughtful consideration to any proposals that may be made, dealing with the subject of Finance and Administration.

And yet, without minimizing the importance of the financial aspects of our educational system, let us avoid the danger of forgetting the vital fact that we are responsible for the education of real living people, children with plastic minds, easily influenced for good or for ill. With souls that need right influences to guide them, and with characters to be formed to fit them for the battle of life.

The Trustee has not fully discharged his duty when he has provided a building, and engaged a teacher.

Coupled with the responsibility, there is a privilege attached to the office and a wonderful opportunity to make a contribution of personal service that money cannot provide.

The problems of the individual child that the teacher meets with in her intimate contacts with him (or her) and which sometimes even the parents do not quite understand, are problems that can be solved in most cases, by kindly and sympathetic co-operation.

In the large centres it is not so easy for the Trustees to make the personal contacts (although not by any means impossible) but in the rural and small-town districts there are wonderful opportunities for personal service in helping, encouraging, inspiring and advising individual children.

Many a boy who seems to be callous, and who expects chastisement, gets it

and is not improved thereby, will respond to a heart to heart talk with a man who shows he is interested in him, and desires to help him. There may be some little resentment in his nature, something perhaps unattractive in his personality that seems to place him in the category of those whom nobody likes and yet if in the early developing stage of his whole life someone shows a kindly interest in him, it may change his whole outlook.

Most teachers recognize this, and many no doubt do try to put it into practice, but teachers have the responsibility of maintaining discipline, and teaching a variety of subjects in a number of different grades, and are limited in doing what a Trustee could do in this direction.

It is not necessary for me to enumerate in detail the many ways in which Trustees can develop this idea of personal service, it will be sufficient if I have suggested it in a way that will find a response.

With all we can do in providing the means of education, and we must do that, the type of character of the future generation will depend upon the characters now being formed in the lives of our present school pupils, and I believe that the School Trustee has a part to play, and will find ample compensation in return.

—John Popkin.

(This article is the finest of its kind that has ever appeared in a school journal. Let every trustee treasure it. Let every teacher make sure that trustees read it.—Editor.)

Some One

So one came knocking
At my wee, small door;
Some one came knocking
I'm sure—sure—sure.
I listened, I opened,
I looked to left and right,
But naught there was a-stirring
In the still, dark night.
Only the busy beetle

Tap-tapping in the wall,
Only from the forest
The screech-owl's call.
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking
At all, at all, at all.

—Walter de la Mare, in "Down-Adown-Derry."

Elementary

February sunbeams
Brighter grow each day,
Telling that the winter
Soon will pass away.

February mornings
Frosty panes can show;
Still we're making snowballs;
Still the sleigh-bells go.

February sunshine
Melts the fallen snow;
And we see at noon-time,
Little rivers flow.

Little February
Her own whims doth please;
If to-day she's thawing,
Soon she'll tightly freeze.

Valentine's Day

The dearest little Valentine
Has come this frosty morning,
Of pink and pearl and all ashine,
Just like the day at dawning.
'Tis on my window-pane; 'tis mine,
For me he surely meant it,
For though his name he did not sign,
I'm sure Jack Frost has sent it.

Days in February

Stormy days and sunny days,
What difference makes the weather
When little hearts are full of love
And all are glad together?

Hungry Sparrow

"Give me a crumb," said the sparrow
brown,
"I am one of the poor of the town.
This I think is a very cold day,
Forty below, so the people say."

—Selected.

The Birds' Breakfast

Two little birdies one wintry day,
Began to wonder and then to say,
"How about breakfast this wintry
day?"

Two little maidens this wintry day
Into the garden wended their way,
Where the snow lay deep that wintry
day.

One with the broom swept the snow
away,
One scattered crumbs, then went to
play,
And birdies had breakfast that wintry
day.

—R. Mack.

St. Valentine's Day

The red heart means Valentine's Day and Valentine's Day means a red heart, but we do not need to trace red hearts and let them be our Valentines. A few suggestions from the teacher will give the children a wonderful chance for originality. Trees may be made with red heart leaves. Children in the grade may be dressed for a Valentine party. This will give them a real chance for working out design. The white crepe paper skirt could have a border of red hearts, all the same or alternating large and small or three different sizes. One heart could be right side up, the next one wrong side up and thus form a different border. Favor fans can be made of red and white hearts. Sleeve bands may be made, consisting of red hearts with smaller white hearts pasted on them. Children will enjoy making crepe paper heart aprons and caps.

After children have made what they can with the red heart, the wise teacher will show them how to make other Valentines. There are many clever, jointed-doll Valentines to be seen in the stores. The teacher who buys some of the most up-to-date Valentines to show her pupils, is wise. They will then make some very original ones. They love to see Valentines that are surprises. Valentine's Day is a day on which to give a present to some one we love. Children may make a little ribbon flower, wrap it in a lovely yellow or

violet box in still another and so on, so that grandmother will have a surprise. Another thing they like to do is to make a Valentine box for their little brothers or sisters. In this box they may put several little surprise packages. Perhaps one has a little doll with a button head, another a big chocolate, another a little picture cut out of a magazine and framed with tinfoil. They will think of many different things if encouraged.

Lollypops may be dressed as funny Valentines. Open work paper doilies help to make old fashioned lacy Valentines which will be much appreciated to-day. Colored portions of advertisements in magazines furnish good sources for little pieces of color for trimming.

Valentine's Day affords a good opportunity for all kinds of design and paper-box and envelope construction.

Art Syllabus

ART OUTLINE

(Through the courtesy of the Superintendent of Schools, Winnipeg, we are able to print the Guidance Syllabus for Art. This month the Grades VII. and VIII. section is given. In following months other sections will appear.)

"The teaching of Art means doing things in the spirit of Art, for the love of order, for the sake of beauty."

Time—Two fifty minute periods per week.

Materials—A large Nineteen Color Chart will be found in the school. Please hang the chart on the front wall during each lesson. Keep covered when not in use. The colored circles are hand colored and are expensive.

Grey Bogus Paper—9x12 in. (2 packages per room per year) is to be used for Calendars, Posters, Booklets, or any special work.

Manilla—9x12 in. for water color, crayon or pencil. About two packages per month. (N.B. Please use full size sheets of paper and take a lesson on the back of each.)

Printer's Paper—One Package (in school supply).

Water Color Boxes—(8 colors) supplied by the children. Brush No. 7. Box of soft white cloths (cut 4x6 in.) and pieces of blotter (cut 2x3 in.). Flat tin for water (Baking Powder Cover will do). Tin tea kettle for distributing the water.

Cardboard—9x12 in. (plain on both sides). Until a sufficient number can

be supplied, the pupils may bring from home stiff pieces of cardboard. An elastic band will hold the paper on the cardboard.

Pencils—Two per pupil per year are supplied. These should be kept by the teacher when not in use. Please have pencils in good condition for each lesson.

Scissors—These may be borrowed from Grade One.

Dry Paste—Allow $\frac{1}{2}$ package per room.

Folio Covers—For teachers (2 covers per year).

Ivy Green Mount—For Color Chart. One sheet per room.

Craft Tape—For binding folios. $1\frac{1}{2}$ yards per folio.

Teacher please have ready by first lesson:

1. Graphic Drawing Book (G.D.B.) Nos. 6, 7 and 8. Teacher should study the texts on the inside covers.

2. The Roman Alphabets, both upper and lower case, should be placed upon blackboard and left for reference. See Letter Sheet.

Twice a year the folios will be examined by the Supervisor, but at any time the folios should be ready with

two whole lessons and three or four samples of each day's lesson. Select such whole lessons as will show class work in Free Pencil and Color Work. All construction work may be carried home as soon as completed, but keep one sample as done by the pupil, for the folio. Please see that the pupils' work in the folios is signed, arranged in order of lessons, and that the teachers' name, school, grade and room number are correctly printed on the front cover. Pupil should print, in pencil, his name, name of school and number of grade in each lesson.

Bibliography

Theory and Practise of Color by Bonnie Snow. To be found in the school. Please read it.

Graphic Drawing Book (G.B.D.) No. 5.

The Prang Art Text Books.

The School Arts Magazine, Davis Press Co., Worcester, Mass.

Applied Art by Pedro Lemos, Pacific Press, Mountain View, California.

Stories Pictures Tell by Flora Carpenter. Rand McNally Co., Chicago.

Miniature Masterpieces in Color, published by Brown Robertson Co., 424 Madison Avenue, New York, or British Art Co., 150 Bloor Street, Toronto, Ontario.

Instruction Picture Study Series. Published by F. A. Owen, Dansville, N.Y.

Picture Study in Color, Moyer Company, Winnipeg.

Artext Prints in Color. Practical Drawing Co., 1315 S. Michigan Blvd., Chicago, Illinois.

The James Texts in Color, Belleville, Ontario.

Picture Appreciation of the Elementary Grades by E. V. Grayson. Published by J M. Dent and Sons Limited, Toronto.

Specimens—Each child should have, if possible, a flower, fruit, vegetable, toy, etc., from which to work. Use a cardboard to support the flower or leaf sprays. Large sprays may be placed in vases on boards across each aisle at front and half way down, alternately. Also place vegetables, fruit, toys, and

other objects to be sketched in pencil or color, on these boards.

Method—Fasten the piece of 9x12 in. paper to the 9x12 in. cardboard with an elastic band. Hold it at arm's length and brace it against the vertical top of the desk. This gives freedom with pencil, crayon or brush, and the position is much easier on the pupil's eyes. It allows him to see the whole of his sketch as he draws. The large sheet affords a field for free yet careful practise. Start in the upper left hand corner and make drawings reasonably large. Keep on practising during the lesson. Sometimes, you may wish the sketch to about fill the sheet, but this depends on the plan of your lesson.

Pencil—Catch the unsharpened end of the pencil lightly with the first three fingers and draw from the shoulder. When rendering rough surfaces, as fur, bark, etc., hold the pencil under the hand, about two inches from the point. When accenting, the pencil may be held as the pen. Draw freely and as large as possible. Suggest the general shape very lightly first by the eye. Test Correct.

"The great Principle of Creative Self Activity requires the child to observe and thus make the external internal—then to express from within, not from without."

Encourage the children to express their own ideas in their own way, guiding them when necessary, and praise their efforts. Criticise tactfully. Give lessons which tend to develop the Memory and Imagination. Always demonstrate the method in a lesson. Do not leave sketch on board to be copied!

The Aim—In all lessons try for Originality and Freedom—freedom in doing, thinking and expressing.

Object Drawing

Aim—To develop an understanding of Art Principles as applied to things of use in everyday life.

Arrangement—Show how the choice of a few objects—good in Proportion, Form and Color, may be placed on a mantle, on the top of a book-case, or on the teacher's desk to give a pleasing arrangement. It may be but a single

flower in a vase, or a few books or two pieces of pottery—yet, the Principles of Beauty must be there. Give the pupils opportunity to select and arrange objects—as suggested above—to illustrate:

1. Formal Balance (Bi-symmetrical).
2. Free Balance (Occult).

Study lovely lines and forms, and consider Color Harmonies, Contrasting Shapes, Sizes and Balance. Be able to tell why a form is good or bad.

Review briefly the principles taught in Grades 5 and 6, making quick sketches of the Hemisphere in different positions, the vertical Cylinder, and the Vertical Square Prism turned at equal angles. In all sketching, strap the paper to a firm piece of cardboard, with an elastic band, and brace it against the top edge of the desk. Catch pencil by the unsharpened end and hold it under the hand, letting the little finger touch the paper for support. Sit back in the chair so that the eyes will not be near the paper. Think before you suggest the thought on paper. In all sketching from objects, please leave in all invisible edges, faintly. No rulers!

How To Draw One Object

1. Decide which way to hold the paper, vertically or horizontally.

2. Height—With fingers on paper, judge the height, and indicate it with a touch of the pencil. This height is from the highest point in the object to the lowest point—always leave a little more space below a sketch than above it.

3. Width—With the fingers on paper, judge width, and indicate it with a touch of the pencil. Now, with pencil-test of real object, compare width and height. See if your proportion on paper agrees with this pencil test. Be sure that the Proportion is correct, or further work will be wrong. Take time to test it accurately.

4. Block in general shape by a few light strokes—test before finishing. Don't draw ellipses first, nor foreshortened angular faces first!

Horizontal Square Prism below eye and turned up at unequal angles. For

this lesson, please dictate from the separate sheet of "Directions for teaching the Square Prism, Grades 7-8." When this lesson has been learned, the class should sketch freely from a more interesting object which illustrates these principles. Choose a colored object.

Horizontal Cylinder below eye and turned up at an angle. Notice that the cylinder in this position, is really built up from the horizontal square prism in a similar position. Therefore, it would be wise to work up this lesson of the cylinder from a "trellis-like" sketch of an imaginary square prism in the same position. Be careful not to draw the retreating side too long. It is deceptive in its foreshortening. Compare height and width, and test the slant of the lower receding edge of the cylinder. Draw both ellipses.

Sketch from memory, an interesting object involving the principles of the Cylinder in this position.

Give particular attention to the drawing of Rims, Handles, Spouts, etc., in an object.

Grouping

"When two or more objects are so placed that one partially covers the other, we have a Group." Notice where the Far and Near objects rest on the foreground, and this will help you "Leave room enough for bases." Think around the object for third dimensions, as you draw.

In selecting, choose objects:

1. Interesting in themselves.
2. That seem to belong together.
3. Of good proportion.
4. Beautiful in form.
5. Varying in size and shape.
6. That show a pleasing arrangement of light and dark shapes.
7. Good in color and showing contrasts.

How to Draw a Group

(Judge all measurements on the paper first, by the eye, before using the pencil test). Do not use an eraser until finishing.

1. First, plan the height and width (proportion) of the whole group.

2. Lightly suggest, with a few leading lines, or touches, the general shape of the whole mass, and develop the sketch, allowing each object its proper height and width. Work a little on one object, and then a little on the other, so that if stopped at the end of two or five minutes, there would be just as much drawn on either object. Test often.

Groups of two objects (placed on boards across the desk, at front and half way down the aisles). Select carefully and try for a good arrangement, that each object may bring out the charm of its companion.

"As I looked at this, learned and drew,

Drew and learned and looked again,

While fast the happy moments flew,

Its beauty mounted into my brain."

Before rendering a group in Light and Shade, test all foreshortened surfaces (Elliptical and angular faces) with the pencil at arm's length; and test all converging lines with the thread—make any necessary corrections.

Table-Line—The placing of the table-line is considered as an element in the breaking up of spaces.

Decorations on an object should appear subordinate to the object. They should be suggested rather than drawn with definite outlines.

How to Finish a Group

1. Finish the group showing Dark and Light Values in pencil or crayon strokes. Leave the High Light and add the Cast Shadows. Working with eyes half-closed will help very much to see masses of color and illininate detail. Finish the rims, handles and spouts very carefully. The Crayon sketch would be even more interesting on Grey Paper. Also, thin washes of water color may be applied to the shapes in pencil values, whether on Manilla or Grey Paper.

2. Decorative Composition in Color—Trace the group onto a fresh sheet of paper. Study it through an Adjustable Find (of two L shaped pieces of paper) until the most pleasing arrangement of the shapes appears within the enclosure. Let the sketch, or parts of it,

touch three of the sides of this frame. Watch for the background spaces. (Keep this until after the Color Lessons, when a Color Scheme should be chosen and the Composition painted in flat tones (Values). Outline the areas with black, or a color used in the color scheme.)

Picture Study

Take a lesson every two months.

Color Study

Review briefly all color theory taught up to this grade. Stress the term "Intensity" and 'Half Intensity.' Teach "Split Complement." A split complement is composed of a color plus the two colors lying to the left and right of its complement. Ex.—Yellow plus Red Violet plus Blue Violet. Split Complementary Harmonies give more refinement and variety of color than the straight complementary color schemes. (Pupils have used Split Complements before without being conscious of the real term).

Color Chart of the six Standard Colors, the Hues in their proper places, the six standard colors in Greyed Intensity arranged in an inner circle, with Neutral Grey in the centre. Apply the color directly to the circles drawn. On this chart, use an Isosceles Triangle of thin cardboard to locate a split complement. Attach it to the centre so that it will turn. See "Theory and Practise of Color" by Bonnie Snow, a copy of which should be in each school.

There are three ways in which a color may vary:

(a) In Hue, or color: as yellowgreen, green, bluegreen, green, and so on around the color circle.

(b) In value, or the amount of light and dark: as Tints and Shades.

(c) In Intensity, Chroma, or color strength, as bright green, green, grey-green, and grey.

Many of our ordinary color names are misleading—"Tan" may be anyone of various light values and low intensities of different hues of orange. "Brown" may be anyone of various darker values or more or less intensity

of hues of orange. "Robin's-egg-blue" is a light value of blue-green.

Generally speaking, use Tints of Greyed Colors in decoration.

Costume Design

Sketch a figure, in repose or action (let the boys draw from a boy and the girls from a girl). Discuss color schemes, and color costumes, choosing either in Monochromatic, Complementary or Analogous Harmony. Omit features. Note: if the shoes are black, do not represent them black, but use a grey or a greyed tone of a color found in the costume. It will help, if the pupils paint a few of the tones on a piece of paper first, to see if they are harmonious, and then choose certain ones for the costume. Remember to dominate one color and one value in the Color Scheme.

Landscape—(Several pupils have requested this exercise on the program). From a window at school, or at home, sketch a bit of outdoors. Use a Finder (a vertical or horizontal oblong opening of good proportion cut in a piece of paper). Hold it up, and move it back and forth over the scene you wish to sketch, until you see a pleasing arrangement of Sky, Middle distance and Foreground in the opening. Then very lightly, sketch on paper, within an oblong of similar proportion, the composition you see through your finder. Finish one study in pencil values and one in color values. Choose few elements in the picture and keep it simple.

A Talk on Interior Decoration

Discuss with the children the following points to be considered in Home Decoration (encourage pupils to bring example of the following from the home):

1. The placing of doors and windows for utility and beauty.

2. The question of warm and cool coloring to be decided on by the location of the room and its exposure to the light. Soft greyed tints of color are best for wall spaces. Ceilings should be lightest, walls next, and floor darkest. Woodwork must harmonize with wall coloring, and the furniture

may be a little darker than the wood-work.

3. Grouping of suitable objects. Discuss objects, which, because of decorative value are appropriate for the home. Compare objects beautiful in form and color with ugly objects (often the same in price). Show that sofa-pillows, etc., decorated with conventional designs adapted to fit the shape of the pillow (or even plain pillows) are more beautiful than those with realistic flowers, landscape, heads, etc.

4. Picture Hanging. As a general rule, the centre of interest in a picture should be on the eye level of persons of average height. Small pictures should be hung with no wires visible. Large pictures should be hung by two vertical wires. Avoid heavy cord and tassels.

5. The Dignity given to a room by Unity and Simplicity.

Suggested list of Pictures for Study in Grade VIII.:

1. The Death of General Wolfe by West.

2. Evangeline by Taylor.

3. Portrait of the Artist's Mother by Whistler.

4. Hope by Watts.

5. The Last Supper by Leonardo da Vinci.

6. Rubens' Sons by Rubens.

7. Joan of Arc by Le Page.

8. The Fighting Temeraire by Turner.

9. The Frieze of the Prophets by Sargent.

10. The Holy Grail by Abbey.

11. Choosing the Caskets by Barth.

12. A Reading from Homer by Alma-Tadema.

13. Captive Andromache by Sir Fredrick Leighton.

14. Greek Girls Playing at Ball by Sir Fredrick Leighton.

15. La Bello Dame Sans Merci by Frank Dicksoo.

16. Othello Narrating His Adventure to Desdemona and Brabantia by Carl Becker.

17. The Syndics of the Cloth of Gold by Rembrandt.

18. Beata Beatrix by Rosetti.

Health Department

Health is a function. It comes from the kind of living which goes on and cannot be measured, not even in pounds.—Dr. Jesse F. Williams in "Physical Education in our Modern World."

Health Rhymes by Pupils in Manitoba

Go outside every day
For an hour or so,
Then come in with rosy cheeks
And ready to bed to go.

—Dorothy Young, Age 12,
Stonewall.

I leave my window open wide,
So fresh air will with me abide,
And fill my lungs both night and day
To keep well and happy in work and play.

—Nina MacLaren, Age 9,
Stonewall.

Good Tooth—Why don't you visit your
dentist twice a year?
So a bad toothache will never come
near.

Bad Tooth—I have got a big hole in
my tooth,
And another of my teeth is very
loose.

Good Tooth—I see you went to the
dentist and took my good advice.
And now you see your face looks
very, very nice.

Filled Tooth—Yes I went to see my
dentist and took your good
advice
And now I can say, my face feels
very, very nice.

—Betty Emmes, Age 13,
Stonewall.

This rhyme was accompanied by excellent health drawings.

Hints for Health Teachers in Other Journals

The Manitoba Teacher—December 1932, pages 10 and 11.

The Instructor—January 1933, page 52.

A study made recently by the Public Health Service, Washington, D.C., indicates that girls lose more time from school on account of sickness than boys but that boys are absent for other reasons more often than girls.

—The Instructor.

In "The Judd Family," the Cleanliness Institute has dramatized, in the form of historical fiction, two centuries of soap making in New England. Three episodes, selected at intervals of a century in the life of one family, point steps in the growth of progressive attitudes and daily practices of living with regard to cleanliness and sanitation. The focus is on the use of soap and the material has been primarily selected for the purpose of increasing interest in soap.

Teachers of upper elementary grades, who are seeking supplementary material on cleanliness, will find this story of soap making, with the accompanying bits of picturesque period information, definitely useful.

—By a specialist in school health education. A copy of the pamphlet may be obtained by writing to the National Tuberculosis Association, 450 Seventh Ave., New York.

First Aid Game

In connection with the teaching of first aid, there are some parts of the instruction that do not lend themselves to practical demonstration. For this reason, Mr. J. H. Kiteley has worked out the following game as a means to arouse the interest of pupils and to impress the main facts given upon the memory.

The aim of the first aid game is to furnish entertainment to young people and at the time incidentally have them

master the fundamental principles, in meeting emergencies without tedious drill. The game is in the form of cards containing a message suitable to the completion of information on each topic, which consists of General Rules in First Aid; Rescuing persons from a smoke filled room; When clothing catches fire; Fainting; Burns and Scalds; Dressing Wounds; and Poisoning. The cards are arranged in suits, each suit constituting a fairly complete first aid treatment of some injury or sickness. Each card in a suit outlines a step in the treatment. The first or key card indicates the injury or sickness to be treated. The other cards in each suit must follow each other in definite order except in the suit "General Rules in First Aid," in which there is no logical order.

The list of suits may be written on a large card or the back of a calendar, for reference while playing the game. It will be noted that several cards are interchangeable in a few suits especially in the treatment of poisoning and in the treatment for shock.

For a few games the cards could be numbered in pencil e.g., A-A2-A3 and etc. Some cards would have to bear several numbers. The fourth card in G would be numbered in pencil G4, H4, I4, J3. After a few games, these numbers should be erased, except the key card. Print across the cards to facilitate handling.

Two games are described that may be played with the same set of cards.

First Games

Number of players—From two to eight.

To begin the game player No. 1 mixes or shuffles the cards. Player to the right of No. 1 distributes the cards, one at a time to each player until each player has five, the rest of the deck being placed face down in a pile. The aim of the game is to get all cards in the players' possession out on the table. Only key cards, or the consecutive card in a suit already out, can be played. To start, the player to the left of No. 1 puts out a key card if he has it. If not he takes the top card from

the deck. If it is a key card he plays it, otherwise he adds it to the cards in his hand. The next player to the left, may now put out another key card, or if there is a key card out, he may add the next card if he has it. If not he takes a card from the top of the deck puts it out if he can, failing which he adds it to his cards. The player in turn to the left may put out a key card, a consecutive card in a suit already out, from cards in his hand, or pick up a card from the deck, and add it to his cards if he cannot play it. Only one card can be put out when a player has his turn. When all cards are picked up from the deck, the players play in turn until all cards have been put out. The first player out of cards gets as many points as there are players; the second one out one point less, the last player out getting one point. These points should be entered on a score card.

In the next hand or round, the player to the left of No. 1 shuffles the cards, No. 1 distributes them, and the second player to the left of No. 1 begins the play.

Five rounds constitute a game.

Second Game

Number of players—From two to eight.

The cards are shuffled and distributed as in the first game, except that each player gets six cards instead of five, the rest of the deck being placed face down on the table. The player to the left of the one who shuffled the cards begins the game by taking the top card from the deck. If this card helps to complete a suit of which he already has one or more cards, he keeps it discarding one in his hand, laying it face up beside the deck. If the card picked from the deck does not help to build up a suit it is discarded. The aim of each player is to assemble as many suits as possible.

The player to the left of the first player, may either take the top card from the deck, or the discarded card of the first player. If he takes the top

card from the deck and does not use it, he places it face up on the table beside the deck. The next player to the left, may take the top card from the deck, using it or discarding it, or he may take one or both discarded cards. If he takes the two discarded cards, he discards two of his own. Players may take as many discarded cards as will help their play, but they must discard as many cards as they take.

When a player has completed a suit, he starts again to build up his quota of six cards either by taking one from the deck or one or more of the discarded cards in his turn. He then again discards as many cards as he takes. In other words each player holds only six cards. When a player completes a suit, it is placed beside him on the table.

When all the cards in the deck have been picked up, the discarded cards, if any, are turned over and the play continues until all cards are taken by players. When the play stops on the points of each player are entered on the score card, each suit collected counting 5 points.

K is a special card. The player who is lucky in securing this card adds 2 points to his score.

In the next hand or round the shuffling, distributing of cards, and first player shifts one to the left.

Five hands or rounds constitute a game. If time is limited players may agree to play fewer hands.

Since the description of the games are necessarily brief on account of limited space, kindly write to J. H. Kiteley, Room 327, Parliament Buildings, if any part of the game has not been made clear.

The cards are worded as follows—
(each suit consists of 6 cards)—

A

1. General Rules in First Aid.
2. Keep cool. Concentrate on help you may render.
3. Keep people back.
4. Examine patient carefully. Do not raise if seriously hurt.

5. If patient seriously hurt send for doctor.

6. If pale, treat patient for shock, applying warmth.

B

1. Rescuing Persons from Smoke Filled Room.

2. Open windows. Swing door to and fro to change air.

3. Place moistened cloth over mouth.

4. Keep close to floor and drag person to safe place.

5. If patient not breathing perform artificial respiration.

6. Keep patient warm. Give hot drinks.

C

1. When Clothing Catches Fire.

2. Do not run out into open air.

3. Wrap patient in rug, woollen coat, or blanket.

4. Roll patient on floor.

5. Treat burns if any.

6. Treat for shock if required.

D

1. Fainting.

2. Allow fresh air. Keep people back.

3. Loosen clothing.

4. Place head lower than body.

5. Sprinkle cold water on face. Rub limbs.

6. Treat for shock. Hot drinks when conscious.

E

1. Burns and Scalds.

2. Exclude air quickly in water or with wet cloth. Do not pull off clothing from burn.

3. Apply vaseline, lard or cloth dipped in baking soda solution.

4. Cover with absorbent cotton.

5. Bandage properly.

6. Treat for shock when burns severe.

F

1. Dressing Wounds.

2. First aider wash hands thoroughly.

3. Allow wounds to bleed a little.

4. Swab well with Iodine or Mercur-cochrome.

5. Cover with sterilized cotton or gauze.

6. Bandage properly.

G

1. Poisoning. Mouth not Burned.
2. Send for doctor.
3. Cause vomiting by (a) Teaspoonful mustard in glass of warm water. (b) Tickling throat.
4. Give castor oil, olive oil, cream, raw eggs in milk.
5. Water—copious draughts.
6. Treat for shock. Hot drinks.

H

1. Poisoning. Mouth Burned. (Alkali such as Lye.)
2. Send for doctor.
2. Give vinegar or lemon juice in equal parts of water.
4. Give castor oil, olive oil, cream or raw eggs in milk.
5. Drink water—copious draughts.
6. Treat for shock. Give hot drinks.

I

1. Poisoning. Mouth Burned. (Acid: Lysol, Sulphuric.)

2. Send for doctor.

3. Give baking soda, lime water, magnesia in water, or plaster off wall.
4. Give castor oil, olive oil, cream, raw eggs in water, or gruel.
5. Drink water—copious draughts.
6. Treat for shock. Give hot drinks.

J

1. Poisoning. Mouth Burned. (Poison Unknown.)
2. Send for doctor.
3. Give castor oil, olive oil, cream, raw eggs in milk or water.
4. Drink water.
5. Treat for shock. Give hot tea.
6. Preserve cause of poisoning for doctor.

K

Special Card. Iodine Poisoning.

Treatment—Give starch in water freely. Value—2 points.

—J. H. Kiteley.

News from the Field

Classes in the Halley School District, Dauphin, were resumed on January 4th, with Miss Margaret Kennedy again in charge.

Miss Ethel B. Smith is replacing Miss Effie McCaskill as teacher in the New Haven School District, Manitou, this term.

Miss Alma Townsend has been engaged as junior teacher in the Grey School District replacing Miss Viola Delgatty who has resigned.

Miss Jessie Mackintosh is teaching in the Mowbray School District for the current school term.

Miss Dorothy Jean Bell has been engaged as teacher in the Beautiful Valley School District, Kawende, for the coming school term.

Mr. Wililam Schultz and Miss Eleanor Siemens have joined the school staff of the Winkler School District this term.

Miss Mary B. Jamieson has been engaged as teacher in the Clairmont

School District, Lavenham, to replace Miss Myrtle E. Anderson.

Miss Edith Carlson has joined the staff of the Starbuck school this term.

Miss V. M. Currie has returned to her duties as teacher in the Golden Branch School District near Sprague.

Classes were resumed in the Colonsay School District with Miss Betty le Page of Neepawa in charge.

Mr. N. E. Swanton is teaching in the Ripon School District near Dauphin for the current school term.

Miss Edith L. Grosse has been engaged as teacher in the Arawanna School District, Elkhorn, this term.

Mis Edith E. Bonner of Miniota has joined the staff in the Solsgirth School District this term.

Miss Beryl M. McGinnis returned to duty in the Hillside School District, Virden, on January 3rd.

Miss Constance G. Franzmann has been engaged as teacher in the Webster

School District to replace Miss M. E. Pritchard, resigned.

Miss Phyllis Coles, B.A., who was teaching in Birtle Collegiate last year

is now instructor in French and Latin in the United College, Winnipeg. She is at the same time continuing her studies leading to the M.A. degree.

Children's Page

Sea Butterflies

Gay little fishes with painted scales
Gossamer fins and chiffon tails,
Spattered with jewel dust, stained with dyes,
Gems of jade and jet for eyes.

Striped with orange and smeared with blue,
Dipped in the rainbow's every hue.
Little ones, yellow as buttercups,
Big ones, ugly as gutterpups,
Fat ones bloated and marked like toads,
Squatted by submarine forest roads.

Fishes gilded with guinea-gold,
Shaped like mythical beasts of old,
Some are enamelled like cloisonne,*
Lacquered and penciled with colors gay.
'Broidered and traced like a Persian shawl.

Ochre and amethyst, ultramarine,
Amber, umber and macaw green,
Fragments of fancy, living a day,
Going their curious deep-sea way.
Gay little fishes with painted scales,
Long may you wave your chiffon tails.

*Chinese ware of brilliant colors that is polished
by rubbing with the hands.

EDITOR'S CHAT

Dear Girls and Boys:—

Have any of you ever seen an aquarium with fish as lovely and strange as these described in our poem? I can assure you that there are many such fish, especially in the warm waters of the Southern seas. In California you may go out in glass bottom boats and look down into the sea gardens, and among strange sea plants are these wonderful fish flashing in and out like

jewels. At the island of Bermuda there is another such garden, and still another at lovely Hawaii. Men, though, have captured these fish and placed many of them in great glass tanks so that people may come and see their loveliness. At the city of Naples in Italy there is the most wonderful aquarium in the world, and you could literally spend hours there watching the fish, ugly and beautiful, weird and

strange, living their curious lives. At the Zoo in London there is a huge aquarium, in New York is another, at Monte Carlo in France, a famous one too, and many cities have small aquariums that give you a little idea of the wonders we have told you of. How wonderful is nature. Who can make anything as lovely as a butterfly's wing, or as marvellous as the scales of a fish? Who can make a tree, or help a bird to build a nest, or paint the petals of a flower, or the gay scales of the finny people of the deep? Look at all these wonders and be glad and reverent before beauty, and nature, and God.

We have given you a story this month of Stick Insects found in Natal, Africa, but there are these same curious creatures here in the Canadian woods. Many years ago your editor found some in The Glen at Niagara, and they have been discovered in other woods as well. This is just another of those marvellous works of nature that make us wonder.

Stick Insects

(By Dr. Conrad Akerman, Natal)

Insect life is wonderfully well represented in Natal. An interesting branch is that of protective mimicry, where the insects closely simulate their surroundings in form, colour and markings in order to escape detection by enemies.

Amongst the most remarkable examples of this are the phasmidae, popularly known as stick insects, as they look like branching twigs. These creatures are vegetable feeders, and the larger ones, which grow to a length of eight or nine inches, live among the branches of trees which they resemble so closely that, when they are at rest, even the practised eye will fail to discover them in spite of their large size.

When they move, it is most uncanny to see what is apparently part of the branch of a tree suddenly commence to perambulate! The head is small, the thorax and body form a long straight stick in form, colour and markings, and the six slender legs are adorned with knobs and spines which quite disguise

them. The eggs are curiously like scraps of bark and are difficult to detect. Some are attached to twigs, others are merely dropped on the ground. The young which hatch from them are small replicas of their parents.

Another species resembles in shape and color a stalk of long grass, and when one walks through veldt grass the insect may be shaken from it on to one's clothing. In all probability, unless picked up, it will not be recognized as a living creature at all, but will be brushed away as a wisp of grass.

Examples of remarkably stick-like insects are also to be found in a closely related family, the mantidae, the European example of which is called the praying mantis. In South Africa these are generally referred to as Hottentot gods, possibly on account of their habit of holding up the first pair of legs in a praying attitude; but woe betide the unwary insect which approaches too near one of these seemingly kindly, prayerful creatures, for it is seized in those uplifted, spiny legs in a vice-like grip and ruthlessly devoured.

The method of concealment used by these creatures, therefore, is not only defensive but offensive; not only are their enemies deceived, but also the insects which constitute their food. Their enemies are often quick to discover them; chameleons, especially, seem to look upon them as tit-bits, and exhibit great excitement when they are discovered.

One of these Hottentot gods and a chameleon were once being carried home for study on two separate branches. Suddenly the chameleon discovered the mantis on the other branch, and immediately appeared to lose all sense of fear of its captor. Almost in a flash the timid, slow-moving creature swung round and shot out its long sticky tongue, which caught the apparently well-concealed insect and dragged it into its capacious mouth, where, after a couple of bites, the wretched mantis was gulped down.

Some other slender, twig-like forms are to be found on the bark of trees,

moving with a slow, swaying, trembling motion, looking exactly like loose fragments of wood fluttering in the breeze. Other more stoutly built species, at the least sign of danger, immediately flatten themselves against the tree trunk, draw in their legs, and even turn down and tuck in their curious, triangular, flat-iron-like heads, when they resemble an excrescence on the bark.

The green mantids lurk amidst foliage, the tints and shapes of which they closely resemble, the front wings being often very leaf-like in appearance. Others are brilliantly colored in reds, greens and yellows and, when seen away from their natural environment, are conspicuous objects. One wonders how they manage to escape destruction. But here, too, their colours and markings are found to be both protection and lure, for these species frequent flowers with the shades and tints of which they blend. One very brilliant yellow and green species rests upon the golden everlasting. The abdomen is carried arched over the thorax, and has ridges adorning it which closely simulate the petals of the flower. Unsuspecting insects gaily visiting the bloom in search of nectar, receive a rude shock when they are pounced upon by what appears to be a normal everlasting.

The grasshoppers are also closely related to the phasmidae, and some of them are remarkably protected by their appearance. This is particularly so with some of the slender, brown species which resemble the stems and blades of our own dry winter grasses so closely as to be invisible in their natural surroundings, even the tips of the upper wings being brown and shrivelled as though scorched by the sun.

The Chameleon

Do you remember the story about the circus man who came weeping to his manager saying that the chameleon was dead. "Dead," said the manager, "Why whatever happened to him?" "Well," answered the showman sadly, "I put 'im on pink and he turned pink,

an' I put 'im on blue and he turned blue, and then some Scotsman gave me a piece of plaid, an' the poor little fellow worked so hard he busted 'is self." Now your editor wouldn't really vouch for the truth of this story, but certain it is that the chameleon is a most peculiar little lizard that changes his color to match his background so that he can seldom be detected by his enemies. As this page is devoted to strange insects and animals this month, I am sure a little information about this queer little reptile will be of interest to you all.

Of all the lizard family the chameleon is the laziest. He crawls along the bough of a tree as if to-morrow would do for the next step. Because he is so slow that he could never get away from an enemy is probably the reason why he is provided with this wonderful power to change his color. His natural color is probably a grey-black but beneath his skin are two layers of cells containing one brilliant yellow the other dark brown. Somehow or other the owner of this private dye works gets the most extraordinary results from this combination. Sometimes he is striped like a zebra, or spotted like a leopard; next he may be brilliant green. When he wishes to change he draws in a deep breath, puffs up like a cushion far beyond his ordinary size, and then the change is made. The chameleon's feet are formed for tree climbing, and his huge eyes can roll in any direction, although they are so covered with a heavy lid that they look only like tiny slits. They work, however, like movable lights on a car, one can look up, the other down, or one eye can view the scene in front, while the other watches for the enemy behind. The only really quick thing about the little reptile is its six inch tongue. When you think that Mr. Lizard himself is only about 12 inches long you may imagine how strange he looks flashing out this extraordinary tongue which is shaped like a cup at the end, and is covered with a sticky substance, so that woe betide the unwary fly or insect who comes within

its darting range! It doesn't much matter to a chameleon though, whether he gets delectable tid bits or not, for he can go for months without food.

The chameleon is a native of Europe, and when he is found in this part of the world he is usually an exile from home. His hide is often now used for making fine shoes, purses, and other articles of wearing apparel. At one time it was a fad for some women to wear a small chameleon chained to a pin on their shoulders, as an ornament. The poor little reptile had then to change his color to match my lady's gown. A silly fad, and a cruel one, that is fortunately now quite out of date. Don't you think we have found some strange and interesting things to talk about in the world of nature this month?

Our Competitions

How would you like a competition about a competition? We are always

seeing little paragraphs in the newspaper about boys and girls who win prizes for various things such as racing, singing, raising pigs, growing big pumpkins, writing prize stories and so on. We are quite sure that there are a great many boys and girls among the readers of the Children's Page who have won a prize at some time, and it would help all the other readers to win one themselves if you will tell them how you did it, and when and where. Will all prize winners then write us a prize winning letter telling "How I Won My Prize" and if you write the best letter you will win another prize, this time a large round fifty cent piece or two shin plasters, if we can get them! Letters should be sent to the Editor, Children's Page, Normal School, Winnipeg, not later than February 29th. The winners will be shown in the April number, and some of the best letters printed. Get your pencils sharpened, and your fountain pens all ready now.

Teachers' Federation

THE ANNUAL CONFERENCE

1. The first session of the Annual Conference of the Manitoba Teachers' Federation will be held on Monday afternoon, April 17th, at two o'clock, sharp, in the Royal Alexandra Hotel. The second session will be held on Monday evening at eight o'clock; and the third session will be held on Tuesday evening at eight o'clock. The Rural Secondary Teachers' Composite Local will hold a meeting at Tuesday noon. Further details of these meetings will appear in the March issue of The Teacher. The delegates should be in the city in time to attend the first session, that is, Monday afternoon. This Conference is going to be so important that not one Local should be unrepresented.

2. All Locals are urged to make the necessary preparations for this important gathering as soon as possible.

Delegates are to be appointed and resolutions and recommendations are to be prepared; such important matters should not be left until the last moment.

3. Membership payments to be included in this financial year must be sent in before April 1st. Lists are being prepared for each Local and should be checked over carefully when received. Each Local is entitled to one delegate for a membership of ten to twenty-five, and shall be entitled to one other representative for each additional twenty-five members or fraction thereof. These delegates, together with the Provincial Executive, form the voting body of the Convention.

4. All members of the Federation in good standing are invited to attend the sessions; they are urged to attend at least one of the sessions. The delegates,

of course, are expected to attend all sessions.

5. For the purpose of electing members to the Executive, the Province is divided into four districts as follows—

District A—City of Winnipeg.

District B—Suburbs of Winnipeg (including Transcona and all points reached by the Electric Railway).

District C—South of and including the Main Line of the C.P.R.

District D—North of the Main Line of the C.P.R.

6. Locals should appoint their delegates at their next meeting and the names should be sent to the General Secretary as early as possible. According to the Constitution, the railway expenses of the delegates are paid by the Federation at Convention rates.

7. Resolutions for consideration at the Conference should be sent in at once so that there will be time for the Resolutions Committee to consider them

before the Annual Conference. Several Locals have already forwarded resolutions. There are several very vital matters upon which every Local should declare itself.

8. The reports of the Committees this year will indicate much good work done. Every teacher is vitally affected, directly or indirectly, by every undertaking of the Federation. Similarly every teacher is affected if desirable undertakings are not presented to the organization for consideration. The support and the fidelity of the many make possible the effectiveness of the organization.

9. The Conference will be of vital importance to the Federation. Let every Local strive to do its very best. The problems before us require the best judgment that the teachers can give.

E. K. MARSHALL,

General Secretary.

January 6th, 1933.

Lines on the Life of a Substitute Teacher

Oh! a substitute's life is a life to avoid,
Such a thing to be dreaded with fear;
For with pleasure and ease it is never alloyed
From beginning to end of the year.

To begin, there's the general newness of place,
In the strange school to which you are sent;
And you may rest assured that each urchin's bright face
Betrays mischief on which he is bent.

As you gaze 'round the room, 'tis like bedlam let free,
With no semblance of order or peace,
And the pupils are joyfully shouting with glee,
For of life they've received a new lease.

Sternest shouts to "keep quiet" produce no effect;
To your queries they make no reply;
Of your threats they the weakness will surely detect
'Till for aid you have often to fly.

It is thus the day passes, with clatter and noise
'Midst the dropping of books and of chalk.
While the giggling girls and the bothersome boys
Are unceasingly glib with their talk.

With a sigh, sitting down when the closing bell rings,
As the scholars their outward way take,
You may wonder if troubles that school teaching brings
Will of you a dull lunatic make!

—By Ross D. Pratt.

Our Project Club

This month we have two projects that are well worth noting. The first was a product in relief map of Africa from Hartfield School. The map was made of a water-salt mixture and the products were embedded in the foundation. Needless to say the children were delighted in the work and at the close of the exercise they knew Africa and its productions and its trade. All honor to Miss Gumbrell and her pupils.

There came also a very lovely bit of work from Strathmillan School, St. James. The class consists of pupils in Grades I, II. and III. The study was the Eskimo people. The work consisted of a fine sea picture showing icebergs, seal, walrus, whale, sleigh and sleigh-dogs, and Eskimo people in winter costume. There was also a lovely book containing compositions from every member of the school, on the children of the Eskimo district and the mode of life in the far North. Then there was constructive work in paper, and a song.

Altogether a charming piece of work. The compositions from point of view of spelling, punctuation, sentence structure and thought-content might have appeared in the Curriculum as models for Grades I, II. and III. All honor to Miss Collette the teacher.

I heard a strange thing this week. A teacher said to her friend "I have no time for fussy project work. I have too much real work to do." Isn't that strange? The Strathmillan's work, gives the best the pupils were capable of doing in art, construction work, writing, spelling, composition, music appreciation, co-operative effort, earnest attention to duty. There was interest, pride of performance, sense of victory. Every part of the exercise was educative. As a matter of fact when a teacher says she has no time for project work the answer is "You have no time for anything else." It may well be the life of a school.

Selected Articles

A WORD FROM RUSSIA

Those who have tried to follow the efforts of the Russian Government to educate the children will be interested in the following statement from School Progress. It would seem that when the new programme for schools in this province was adopted a few years ago, some people felt that there was too much prominence given to the teaching in a formal way of the commonly accepted subjects of study. Possibly there was truth in this. Yet a departure in education can be made too suddenly. The emphasis placed on project work in the curriculum indicates that teachers should as far as possible endeavor to discover occasions for correlation of studies and activities, but formal teaching of subjects according

to a carefully-prepared time-table should be continued as the chief method of instruction. Here is part of the report in School Progress.

Strengthening of the School Regime

The second section of the decree takes up questions of organization and discipline. It points out that there has been definite improvement in organization of school work since the decision of the Central Committee of September 5, 1931, that a stricter schedule and a more orderly regime of study had been established. However, in spite of the instructions of the Central Committee at that time to the effect that no one method of teaching, the so-called

"laboratory-brigade" method of teaching has spread widely in practice and has led to the establishment of permanent and compulsory brigades of students, a method greatly abused in practice, which has resulted in lack of individual responsibility in carrying out school tasks, in lowering the role of the teacher and, many cases in the ignoring of the individual study of the pupils. The Central Committee therefore proposes that such abuses of the laboratory-brigade method be brought to an end and the teaching be so organized that the basic form of school work in the primary and intermediate schools shall be regular lessons with a given group of pupils according to a strictly determined schedule of work. Different methods of teaching are to be used, including, under the direction of the teacher, group, brigade and individual work for each pupil. Collective forms of study shall be developed in every way, avoiding, however, the prac-

tice of organizing the students into permanent and compulsory brigades.

The teachers must set forth their subjects systematically and thoroughly, training the children carefully in work with school materials and books, in different types of independent written work, in research and laboratory work. Along with this the teacher must make extensive use of methods of demonstration, experiments, excursions (to factories, museums, fields, woods, etc.); furthermore, the teachers must help the individual children in every way possible when they have difficulties in carrying out their work. The children must be systematically trained to carrying out their work. The children must be systematically trained to carry on independent work in using the knowledge they acquire in the solution of actual problems, in preparing models, using land connected with the school for educational purposes, and in workshop activities.

SCRIPTURE AS A CLASS SUBJECT

(By D. V. Wallace, formerly of Cheltenham Ladies' College)

Scripture can easily be the dulllest lesson in the whole school curriculum, or it may be one of the most interesting of studies. Perhaps in this almost more than in any other subject, everything depends upon the teacher and the suitability of the syllabus.

How well I remember my early efforts as a young teacher at imparting this subject to a junior class!

I still blush when I think of one occasion when a school inspector walked into the class-room in the middle of my explanation of Exodus xix. It was one of the most agonizing experiences in those days of a career which was altogether terrifying, when even one's nights were haunted by dreams of rebellious children or unprepared lessons.

There had been no previous training in Scripture teaching as in other subjects at the training college. One had been allowed to attend the classes of experienced teachers of English, History, Languages and anything else one

required, but there was no right of entry to a Scripture lesson. A forbidding card marked Scripture on the door of a class-room was more effective in keeping out intruders than bolts or bars. Nor had one been allowed to experiment in teaching this subject in the practising schools under the eagle eye of the mistress of method. I can remember no instance of a model lesson on any Biblical subject being drawn up under the approved headings for comments. No, there had been almost complete reticence on how to teach the Scriptures, and one had been too ignorant of what the future held in store to make any inquiries.

How badly one floundered when one went forth at the age of 22 and tried to teach children the Book of Exodus and the Gospel of St. Mark. One summoned up dim recollections of "getting up" these books for the Cambridge Locals, and plunged, hating each lesson as it came round. How edified the class

must have been to know that St. Mark wrote for Gentiles (or was it for Jews?) because of: (a) the external evidence, and (b) the internal evidence. Here at any rate one could pause and tell the children to take down notes. How did one tackle the chapter about "Moses and the Burning Bush" or the "Plagues of Egypt?" Mercifully memory fails at this point, and spares our shame. We were so young and so easily baffled by questions.

To-day I doubt whether the younger generation of teachers ever faces such an ordeal. There is a specialist for Scripture as for other subjects in the majority of the larger schools, and where this is not the case most of the classes are taken by the headmistress.

Yet the subject is a fascinating one, as I came to learn later, and the Scripture lesson then was no longer a nightmare but became a real pleasure.

It was really exciting to trace the development of moral ideas in the Old Testament through the lives and teaching of the great men. We began at Moses, the Lawgiver, with his negative code "Thou shalt not," and by way of Samuel, Elijah, Amos, and Micah, ended with Isaiah with his positive teaching.

The history of the Jews, too, became very intelligible when instead of "doing" Kings as a book one also read what the prophets had to say about those bad old times.

And what a joy it was to prepare one's lessons with the aid of Sir George Adam Smith's "Book of the Twelve," and other works on the major prophets. One had never realized before that there was any connection between Kings and the prophetic books, nor that any prophecies were intelligible or possessed any interest except to a learned theologian. But we found now that they were really interesting people, these Old Testament prophets.

There was Amos the countryman rushing away from his herds on the hills to the town to deliver his message and being curtly told by the priest to go home again.

At once the reign of Jeroboam II., so briefly dismissed in 2 Kings xiv., became

a vivid historical picture as we read what Amos had to say when he went home and wrote his indictment.

In contrast to Amos was the stately figure of Isaiah moving about the court of the Kings of Judah. He acted his part as adviser to the kings in matters of policy, and like Amos his counsel was often disregarded.

Even Jeremiah, when we know how he fitted into the story and had due cause for his misery, claimed our sympathy instead of our exasperation at his continual laments.

The same interest came into the New Testament lessons when the syllabus was on a broader basis. Our Lord's life was studied as a whole connected story from the Synoptists, and we had read "The Jesus of History" and "The Galilean" before we embarked on this course. Previously there had seemed so little sequence in the Gospel story, but now it fitted together, and one saw the relation of parts to the whole.

As for St. Paul, our knowledge of him had been previously taken from the Acts of the Apostles, and the main point had been to trace out his missionary journeys on a map in three distinguishing colours. We found it very boring and difficult, as the journeys would get mixed up in our minds. The Epistles had been looked upon as books of the Bible quite unconnected with any other part.

Now however, we began to read them in connection with those missionary journeys, and we found to our surprise that they were very human letters. They showed the writer's zeal for his converts and the friendships he had made, and his pleasure or disappointment in their progress or backsliding. Galatia became peopled with converts at first very enthusiastic, and afterwards so easily led astray—foolish Galatians! so easily bewitched.

Philippi we now remembered as meriting Paul's special praise and commendation, and the letter is full of joy and thankfulness as well as containing advice and exhortation.

It was a fortunate experience which led me to a school where such interest-

ing syllabuses as these were the order of the day, for it changed my outlook entirely towards the Bible and Scripture teaching. No longer was the Bible a collection of books in watertight com-

partments of doubtful value as a class subject, but an intelligible whole in which one could see and endeavour to teach the history of progressive revelation.

LANGUAGE WITHOUT STILTS

In many cases the grammarians who admitted a host of colloquialisms into the company of correct English at their recent convention at Memphis were merely bowing to the inevitable. As the court of the teachers of English, they stamped their approval on interlopers that "crashed the gate" a long time ago.

Surely it is just as well if one need no longer feel himself a social pariah for saying "It is me," even though more careful constructionists insist upon "It is I." Similarly with "Who are you looking for?" "Can I go now?" and "I don't know if I should." By recognizing the standing of these colloquialisms in constant usage the professors have done an act of kindness to those whose ears feel easier in familiar company where the spoken language is concerned.

To be sure, the "who" and "whom" involve a grammatical fundamental which many will prefer to observe. And as for "can" and "may," the discriminating writer or speaker probably will continue to recognize usefulness in a distinction between the meanings, "Am I able to go?" and "Have I permission to go?" The acceptance of "none" as plural will alarm no one, for Webster already says "As subject, 'none' with a plural verb is the commoner construction."

Writers will look at the way the professors have treated other styles that, safe in conversation, are, strictly considered, taboo in writing. First on the list is the split infinitive. This has hitherto kept its prestige solely by dint of the zealous worship of the pedants. Schoolboys are apt to enter upon a career with this one rule still ringing in their ears: never split an infinitive. There are still some writers who, laboring under donnish authority, would

rather swallow a knife than split an infinitive. Now, however, we may split them to our pen's content and give the context or our meaning its due, as in such phrases as "to really understand"—without a blush for what has hitherto appeared a somewhat wayward adverb.

In this connection adverbial formations must have come in for a good deal of discussion at Memphis. One who has always been troubled by adverbs (and who hasn't?) hopes that they have been given all the license they need. If they will insinuate themselves where, technically speaking, they shouldn't, why not let them? Particularly does this seem sensible in regard to compound verbs. "I have never seen him" sounds all right, but it's not supposed to be, one is sometimes led to understand. Yet why should the sentence be rendered "I never have seen him," unless one wishes to stress the never? Or if something "would have been gravely imperiled," the seriousness of the situation escapes the reader if the "gravely" is put after the "imperiled." If, as G. Bernard Shaw says, "style is assertiveness," then the adverb, which is such an element in assertiveness, should be allowed free rein, to be put exactly where it would be put in conversational use.

Everything considered, the teachers of English are to be complimented on their efforts to bring English abreast of the times. Too long has it frowned on usage. Ultraconservatism in this respect is probably responsible for the old saw that language is given to us to conceal our thoughts. Language is as dynamic as institutions, and writers should be enabled to use conversational English without qualm, without that arrest of thought in mid-career lest they perpetrate a colloquialism, even one that is current in polite society.

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